

INCLUSIVE RESTORATIVE SUSTAINABLE EVENT GUIDE



About this Guide

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What is Inclusive, Restorative, and Sustainable Event Guide?



What is Inclusive, Restorative, and Sustainable Event Guide?

The Inclusive, Restorative, and Sustainable Event Guide (KOSE) is a manual for organizing events in a way that is inclusive and accessible to everyone by removing social and physical barriers.

It is open-source and contains informative introductory texts and checklists for planning activities to minimize harm to the ecosystem while upholding the rights and liberties of all living things. It also promotes the principle of operating within the bounds of harmony with nature. The KOSE guide addresses five primary and two sub-focus areas, including 1. a rights-based approach; 2. children's rights; 3. harmony with nature; 4. waste management and upcycling; 5. inclusion; and, under the heading of inclusion, a. accessibility, and b. gender equality.

This guide is designed to cover all focus areas, as they cannot be separated by clear boundaries. The preliminary texts briefly discuss each focus area to help readers understand the checklists provided at the end of the guide. Throughout the guide, the focus areas are reflected upon, rather than providing additional information. The checklists are inclusive and provide recommendations for organizing events. As a living document, this guide will be periodically reviewed and updated as needed.

Focus Areas

RIGHTS-BASED APPROACH

CHILDREN'S RIGHTS

HARMONY WITH NATURE

WASTE MANAGEMENT AND UPCYCLING

INCLUSION

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What is Inclusive, Restorative, and Sustainable Event Guide?



Story of This Guide

As youth members of **Roots & Shoots Türkiye** and Youth for Good, we have noticed that the events we attend, irrespective of their content and our identities, offer opportunities for improvement in terms of inclusivity, reparations, and sustainability—both theoretically and in practice.

After conducting in-depth discussions and initial expert interviews, we have identified four reasons why the KOSE guideline is essential.



01

The challenge of taking a comprehensive approach to events, which includes factors such as inclusivity, restorativeness, and sustainability.

02

The absence of time-saving, helpful, and empowering resources that are developed with relevant expert knowledge and user experience support.

03

The conflict between the event themes and the implementation and content of the event.

04

Event organizers may unconsciously or consciously fail to prioritize the areas of inclusivity, reparative and sustainability for various reasons.

Our Target Audience

The KOSE guide is designed to assist organizations in planning their events in order of priority. Including:



**Student Clubs,
Associations, Foundations**



**Non-Governmental
Organizations**



**Event Management
Companies**



**Private Sector
Stakeholders**

Event Types



Event Types ¹



A launch, opening, or promotion event:

An event planned for marketing purposes. It is particularly used to introduce a recently launched brand, product, or project to the target audience and to give it a kickstart.



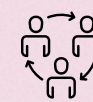
Press conference:

A media event, often in a question-and-answer format, where journalists are invited to comment on a new newsworthy project, product, or service.



Conference:

A gathering that lasts multiple days where experts speak on various topics to inform attendees.



An Intra-organizational Meeting, Steering Committee Meeting, or General Assembly:

A meeting with the highest decision-making authority that involves members of an organization, institution, or association. The vision, mission, and event plans of the pertinent structure are discussed in a private setting.



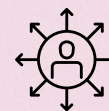
Seminar:

A gathering that aims to transfer knowledge in specific fields through the contributions of experts in those fields and the inclusion of discussions.



Workshop or Research Meeting:

An interactive meeting where participants take an active role. The objectives are group learning and sharing of experiences, with facilitators or trainers overseeing the group work.



Forum:

A discussion-style gathering where attendees actively participate by speaking up in addition to the speakers. This usually revolves around a subject of general interest.

¹ While creating the KOSE Guide, the mentioned events were taken into account. Although the guide is primarily intended for the utilization within the aforementioned events, care has been taken to make it a versatile resource applicable to various events. For detailed information on the events mentioned above and different event definitions, please see "Activity Guide for Civil Society and Rights-Based Studies" created by the European Sivil Düşün Programme.

Event Experience Text



Event Experience Text

Before we begin our guide, let's take a trip down memory lane. We want you to think about the most recent event you attended as you respond to our questions. Feel free to think of any event that you physically attended, such as a workshop, university event, symposium, launch, or similar.

If you're ready, let's get started!



Event Experience Text

Let's go back to the day you first heard about the event:

- How did you first hear about the event? Which communication channels were used to announce the event?
- How did you register or apply for the event?
- Were the platforms accessible for registration and application?
- In the registration form, were participants asked about their accessibility needs and gender statement?
- If a photo is to be taken and shared, was consent obtained in the registration form?

The event day you've been waiting for has arrived:

- Were you informed beforehand about the tools and equipment you might need considering the consumption during the event?
- Before you depart, have you double-checked your bag and reviewed the weather conditions to ensure you have all the necessary items?

Assuming everything is in order, you are all set to proceed!

- Prior to the event, were you provided with various transportation options to reach the venue? If not, did you have any knowledge about who to contact and how to obtain this information?
- Which mode of transportation did you utilize to reach the event (walking, public transit, or private vehicle), and how long did it take you to arrive?
- In the event that you have mobility limitations or require a wheelchair, was it feasible for you to access the event location without difficulty?

Event Experience Text

**After your trip,
you've finally
reached the event
area:**

- Was the location of the event easy to get to?
- Was the event held in an open space or indoors on the first or upper floors of a building?
- If the event was held in an open area, were the habitats of different species respected?
- Were there elevators or wheelchair accessibility options available in the event area?
- Were there clear signs, directions, and restroom locations throughout the event area, including entrances and exits?

**Upon arrival at
the event area, it
was necessary to
present a ticket for
entry:**

- Which ticket system was utilized?
- Did you use a physical or digital ticket?
- Were you provided with information about the event flow by the attendants who greeted you?
- If so, by what means (verbal, brochure, digital channels) was it communicated to the participants?

**Once you
understand the
process, you are
now waiting in the
event area:**

- How many people are participating?
- Did you notice anything about the gender balance? Was there any situation that raised concerns about gender equality?
- Were there any participants with special needs? Have you or anyone else observed that their needs were being taken care of?

Event Experience Text

After a while, the event began:

- Was the language used during the event inclusive and gender-neutral?
- Were accommodations provided for individuals who require foreign language, sign language, or vocalization?
- If the activity involved children, was care taken to avoid pressuring them to express their opinions and participate? Was their participation voluntary?

Eventually, you are thirsty:

- Were you able to leave the area easily to fulfill your need?
- How did you satisfy your thirst?
- Did you encounter any obstacles in obtaining water? Was there a dispenser or container available to fill your own container, or did you acquire a plastic water bottle from the refreshment area?

Lunchtime has arrived:

- Were you directed to the food court by the event team?
- If yes, did you obtain packaged food in the area or did you purchase food from the open buffet?
- Was there inclusive food available for everyone (e.g. vegan/gluten-free)?
- If you brought your own food, was there a comfortable area for you to eat it in? Did you face any accessibility challenges?

Event Experience Text

**As the event has
come to an end:**

- Were small gifts distributed to the participants before leaving the area?
- If distributed, what were these gifts and what did you think of the gifts?

**It's been a while
since the event:**

- Have the event organizers given you information on the consumption and waste generated during the event? If they did, did they clearly state which partners they worked with during the recycling, upcycling, and composting phases?
- Additionally, was an evaluation form prepared that was inclusive and accessible to all attendees, and was feedback on the event received?

Let's take a trip down memory lane again and consider what we can do differently now. The purpose of this text is to prompt you to reflect on your past experiences with events and evaluate the level of consideration given to inclusion, restoration, and sustainability.

Our goal is for this guide to aid you in organizing events that prioritize inclusivity, restoration, and sustainability.

Survey Study



Survey Study

As part of the KOSE Event Guide, a survey was conducted to gather feedback on various types of events such as conferences, symposiums, launches, interviews, career days, and summits. The goal was to evaluate these events from the perspectives of a rights-based approach, children's rights, harmony with nature, waste management, and upcycling.

Participants between the ages of 18 and 45 who attended the events at least once and remembered most of the events attended were included in the evaluation. The survey questions were based on the headings in the guide. The research was conducted voluntarily through an online survey method.

Conceptual Explanations for the Survey

Trigger Warning:

A disclaimer is provided before sharing potentially disturbing content. This could include images, video or audio clips, or written passages that contain references to sexual abuse, self-harm, violence, eating disorders, and other related topics.

Gender Equality:

A social condition in which all people, regardless of gender, enjoy equal rights and opportunities.

Gender Equality and Language:

Avoiding the assignment of stereotypical traits to women and men, such as gentleness and bravery, respectively. It also involves the assignment of certain physical traits to either gender and avoiding gender-based career stereotypes, such as women in teaching and nursing and men in judging and mechanics.

Harmony with Nature:

State of supporting diversity in living and non-living things and acting in accordance with the natural cycle as part of that diversity.

Individuals with Special Needs:

- Those who have visual impairments (total visual impairment, low vision impairment, color blindness)
- People with hearing impairments (Deaf, hearing impaired)
- People who have impaired motor skills, such as those who have -Parkinson's disease, cerebral palsy, spinal cord damage, or simple tremor symptoms
- People who have cognitive differences
- People who have seizures (Autism, epilepsy)
- Persons with temporary or situational differences (for example, people with disabilities or women who are pregnant)

Environmental Sustainability:

The responsibility of protecting the planet's ecosystems and natural resources for the benefit of both current and future generations' health and well-being.

Regarding the Survey and the Participants

The survey had 269 participants ranging in age from 18 to 45, and received 502 logins. On average, it took 5 minutes to complete.

Participants were required to have attended conferences, symposiums, launches, interviews, career days, and summits. They were asked to recall "most" or "all" of the event(s) they attended to provide high-quality data. Those who claimed to have little or no memory of the event(s) were excluded from the target group and could not complete the survey.

269
participants

average survey time

L 5 min

Regarding the survey and the Participants

To examine the research data, the quantitative data analysis method was utilized. Out of the respondents, 25.28% identified as male and 69.52% identified as female. However, 2.9% of respondents did not fit into the binary gender system, while 2.3% chose not to state their gender.

Participants' Age Groups



Regarding the survey and the Participants

This research study included participants within three age ranges: 18-27 years old (comprising 65% of the sample), 28-37 years old (22.30%), and 38-45 years old (12.64%). Among the 18-27 age range, 24% identified as male and 70% identified as female. 1.7% of participants in this age group chose not to specify their gender, and 3.43% identified as non-binary.

For the 28-37 age range, 68.33% identified as female, while 25% identified as male. 3.33% of participants chose not to disclose their gender, and 3.33% identified as non-binary.

In the 38-45 age range, 67% of participants identified as female, and 29.42% identified as male. Only 2.94% of participants chose not to specify their gender, and none identified as non-binary.

During the research, certain limitations were encountered. The sample was based on subjective interpretations of the activities it participated in and was expected to recall the situations encountered by considering the perspectives of inclusiveness, restorativeness and sustainability, which may not have been evaluated before. It is unclear when the activity that the sample

evaluated during the survey took place, and the fact that they did not complete the survey immediately after participating in the event may have caused inconsistencies in the views expressed. Additionally, the in-depth interview (qualitative) method was chosen to identify the primary pain points in the activities more thoroughly.

Participants' Age Groups



Survey Results

Based on the responses to the questionnaire, it is evident that the attendees of the event are interested in the focus areas of inclusion, restoration, and sustainability.

The survey mainly evaluated activities related to freedom of expression. However, it was noted that these activities did not provide a safe space for participants to express themselves freely, and they were not informed about the sensitive and triggering elements that may arise in response to the questions asked.

Regarding gender equality, the survey revealed that most participants did not feel comfortable expressing their discomfort regarding their sexual identities. Additionally, male speakers were primarily present in the activities observed within the project's parameters.

The survey question about living in harmony with nature showed that most participants were not aware of how much water, energy, and plastic were consumed during the event. These findings highlight the need for event planners to consider the environmental impact of their events and proactively inform attendees about sustainability measures.

The survey also aimed to measure the degree to which people with special needs were included in the event's design. However, the results showed that their needs were not given much thought, and some groups were left out in terms of inclusion and accessibility.

Regarding waste management and upcycling, 65% of participants believed that event design decisions, such as venue, food and beverage preferences, and souvenir choices, have an increasing impact on climate change. Furthermore, participants highly valued the sustainability practices of event sponsors' brands. Most participants agreed that printed copies of brochures, invitations, and tickets were unnecessary, and recycling bin usage received a positive response.

Survey Questions

QUESTION 1

Are you asked for permission prior to capturing photographs or recordings during the event?

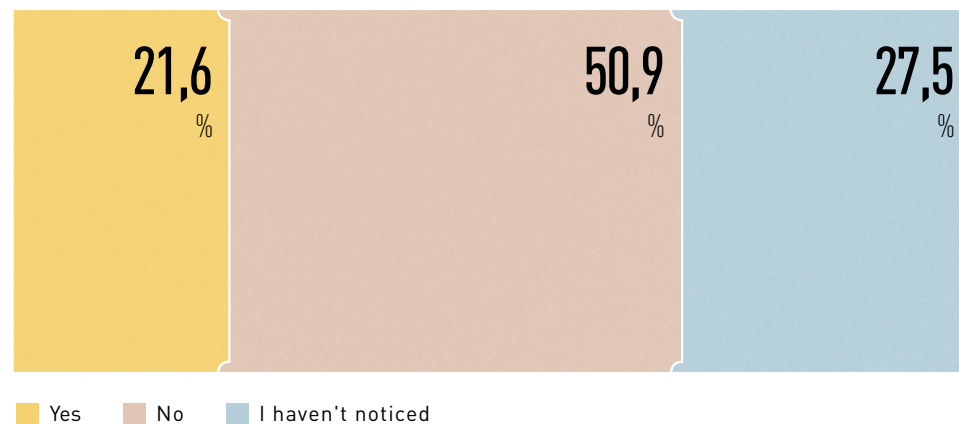
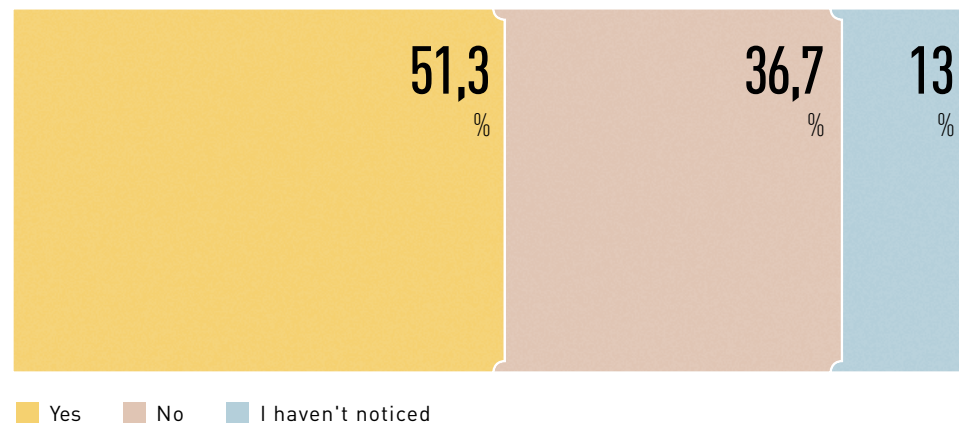
During the survey, participants were asked if they had given prior consent for photographs or recordings to be taken during the activities or events they evaluated. Out of the respondents, 51% answered negatively, 36% answered positively, and 13% stated that they had not paid attention.

QUESTION 2

Before attending an event, are you informed if there is any element within the event's content that could be traumatic, sensitive, or triggering in any way?

Prior to taking part in the event, only 22% of the participants were notified of any traumatic, sensitive, or triggering content that may be included. A majority of 51% of the participants stated that they were not informed, while 27% reported that they did not pay attention to this matter.

Does the execution of activities demonstrate a rights-based approach?



Survey Questions

QUESTION 3

Do you think the events you participate in provide an environment where you can freely express yourself and feel confident that you won't be judged?

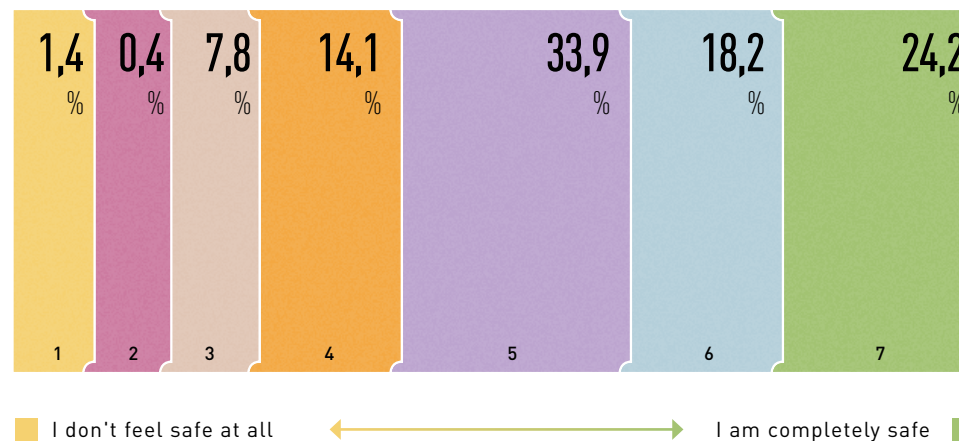
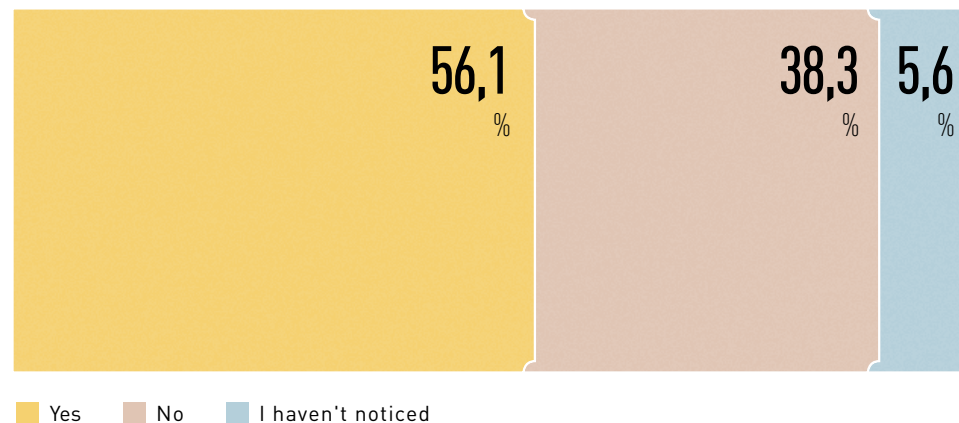
During a survey, participants were asked if they felt they had a safe and non-judgmental space to freely express themselves and be evaluated. 56% responded positively, 38% responded negatively, and 6% stated they had not paid attention.

QUESTION 4

How secure do you feel about your identities (such as your ethnic background, socioeconomic status, sexual identity, etc.) during the events you attend?

Out of the 26 participants, 15 women, 7 men, and 4 non-binary individuals reported feeling unsafe during the activities they attended due to their ethnicity, socioeconomic status, and sexual orientation. This accounts for one in ten participants who experienced this issue.

Does the execution of activities demonstrate a rights-based approach?



Survey Questions

QUESTION 5

Do you feel comfortable enough to openly express to fellow participants at the event if you experience a situation related to your sexual identity that makes you uncomfortable?

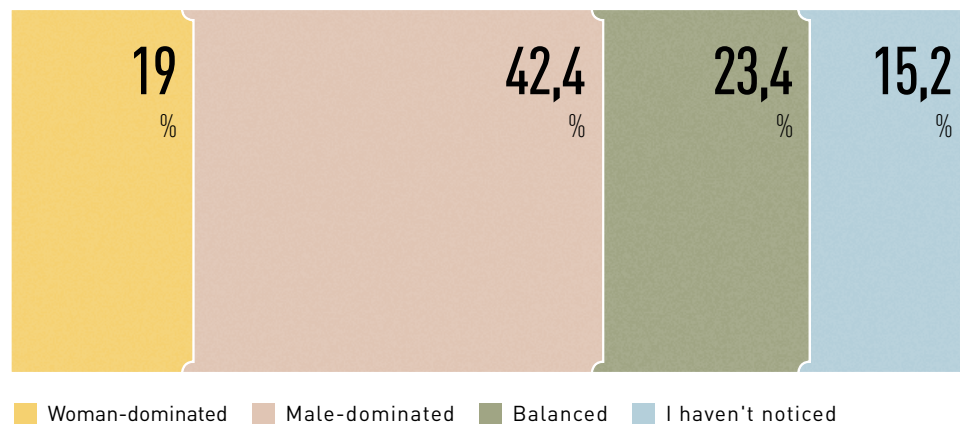
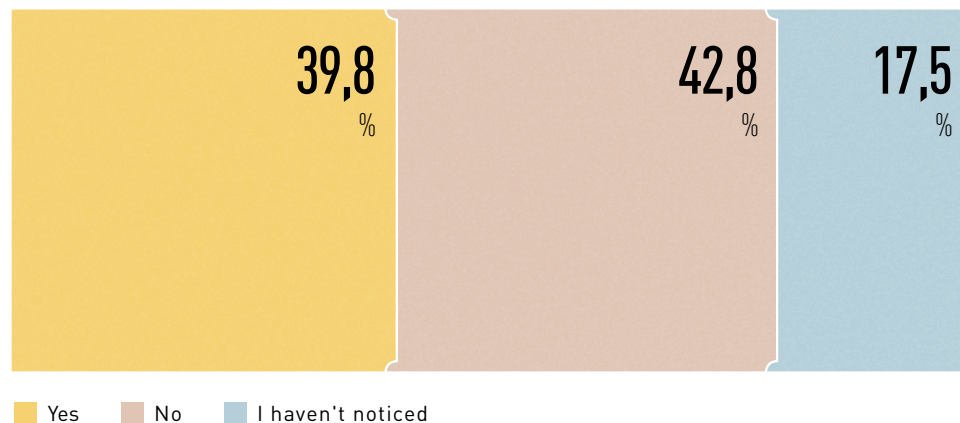
Out of the participants, 40% felt confident enough to express their discomfort with a situation related to their sexual identity to others at the event. However, 43% reported feeling uncomfortable with doing so, while 17% stated that they did not pay attention to the situation.

QUESTION 6

What ratio of male/female speakers do you observe at the events you attend?

When asked about the male-to-female speaker ratio at events they attended, 42% of respondents observed a majority of male speakers, 24% observed an equal ratio, and 19% observed a majority of female speakers. 15% of participants stated that they did not consider the gender ratio of speakers at events.

Did the events consider gender equality?



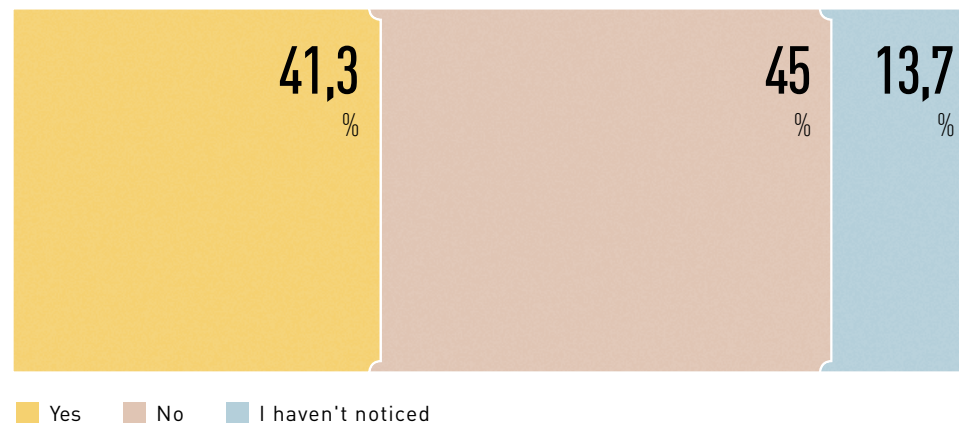
Survey Questions

QUESTION 7

Do you think that the events you attend use gender-sensitive language that promotes gender equality?

When asked whether the events they attended used language that was sensitive to gender equality, 41% of the participants answered yes, 45% answered no, and 14% stated that they did not pay attention to the question.

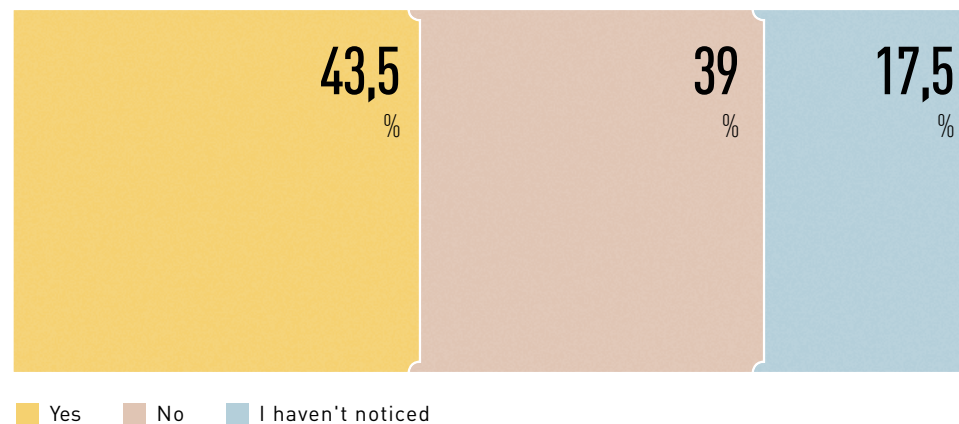
Did the events consider gender equality?



QUESTION 8

During and after the events, do you think gender plays a role in the division of tasks among the event organizers?

Out of all the participants, 44% believe that the way event supervisors divide their responsibilities during and after an event is based on gender. However, 39% disagree with this idea, and 17% do not pay attention to this issue.



Survey Questions

QUESTION 9

Are you able to acquire information about water, energy, or plastic consumption related to the events you participate in?

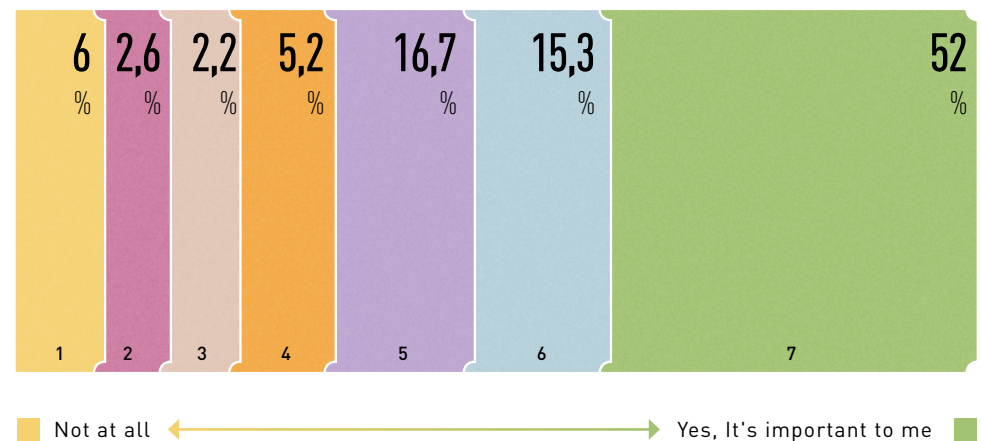
Out of all the participants, 71% reported that they did not know the amount of water, energy, or plastic that was used in the activities they participated in. 21% of the participants stated that they were aware of this issue. The remaining 8% showed no concern about it.

QUESTION 10

Does the location of events or their proximity to public transportation influence your choice of transportation?

More than half of the participants stated that the event's location and nearby public transportation were important factors in their transportation choice.

Was Harmony with Nature Taken into account in Events?



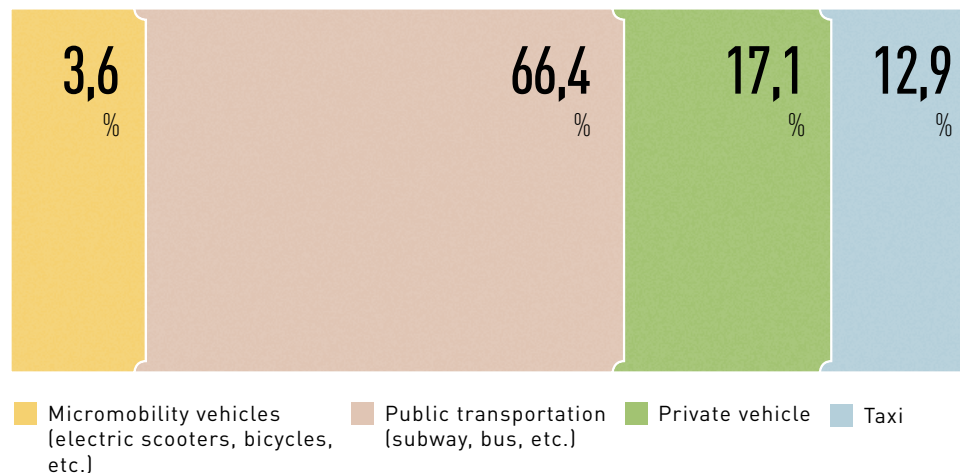
Survey Questions

QUESTION 11

How often do you use the following options to travel to events?

Inquiring about their mode of transportation to the activities attended, 237 participants disclosed using public transportation, 61 used their own vehicles, 46 took taxis, while 13 opted for micro-mobility vehicles.

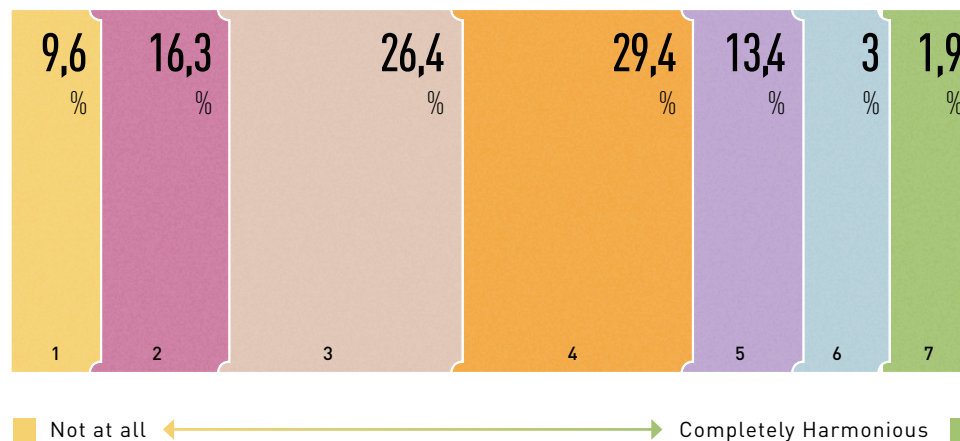
Was Harmony with Nature Taken into account in Events?



QUESTION 12

In your opinion, how harmonious are the events you attend with nature?

Out of all the participants, 18% reported engaging in activities that promoted both living and non-living diversity. These actions were in alignment with the natural cycle and contributed to the overall diversity.



Survey Questions

QUESTION 13

Do you think the events you attend are accessible for individuals with diverse needs?

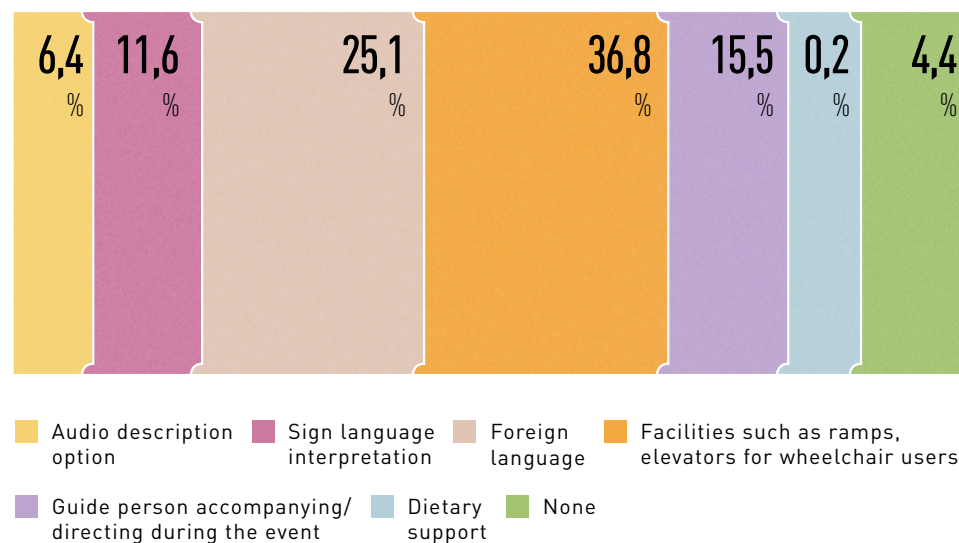
Out of all the participants, only 15% believed that their activities catered to people with different needs. Meanwhile, a staggering 67% claimed that their activities were not accessible, and 18% admitted to not paying attention to this issue at all.

QUESTION 14

Which of the following were available for individuals with different needs in the event you attended?

When questioned about the available amenities for attendees with different requirements at the events they attended, 168 respondents stated that there were ramps and elevators for individuals in wheelchairs. 115 respondents reported foreign language interpretation, while 71 respondents said there were guides available. 53 respondents said there was sign language interpretation, and 29 mentioned audio description options. One respondent mentioned that nutritional support was available. Finally, 20 respondents indicated that no amenities were provided.

Are waste management and upcycling taken into account in activities?



Survey Questions

QUESTION 15

What impact do you think the format of events (location, venue, food and beverage, gift preferences) has on climate change?

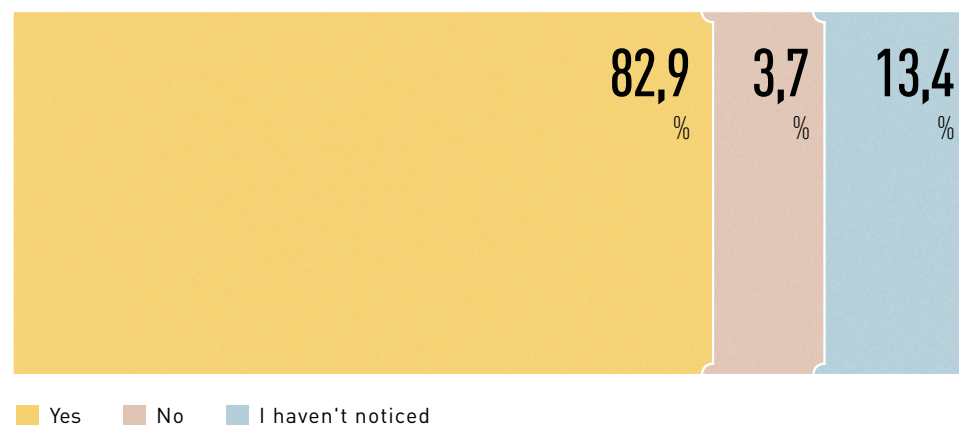
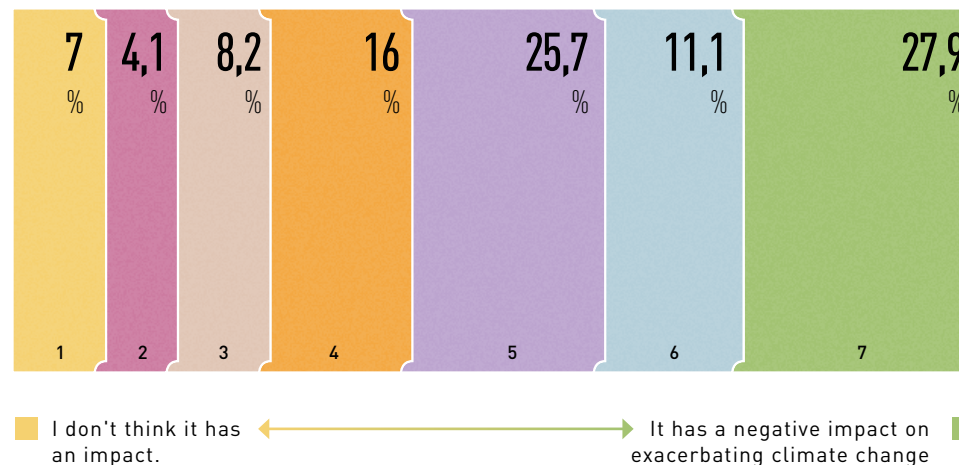
According to a survey, 65% of participants believe that the way events are organized, including factors like location, event area, food and beverage preferences, and souvenir preferences, can contribute to climate change either partially or entirely.

QUESTION 16

Do the efforts of sponsoring brands towards environmental sustainability matter to you when you attend events?

When questioned about the importance of the sustainability efforts made by the sponsoring brands at the events they participate in, 223 respondents affirmed that it was significant to them. On the other hand, 10 participants stated that it was not essential, and 36 respondents were unsure about the matter.

Are waste management and upcycling taken into account in activities?



Survey Questions

QUESTION 17

Which of the above items can be omitted in an event according to you?

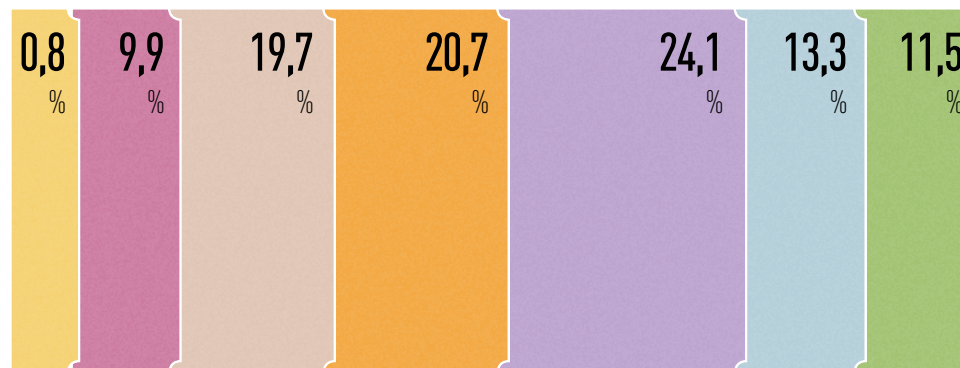
During the survey, participants were asked to identify the materials that they believed were not needed for an event. Out of the options presented, the printed invitation card received the highest number of responses at 240, followed by event promotion brochures with 206 responses, and printed tickets with 196.

QUESTION 18

Do you use recycling bins at the events you attend?

92% of respondents reported that they utilize recycling bins at events whenever they are available.

Are waste management and upcycling taken into account in activities?



Other Buffet Tickets Event Brochures Printed invitations
Gifts, souvenirs Name tags



Yes No

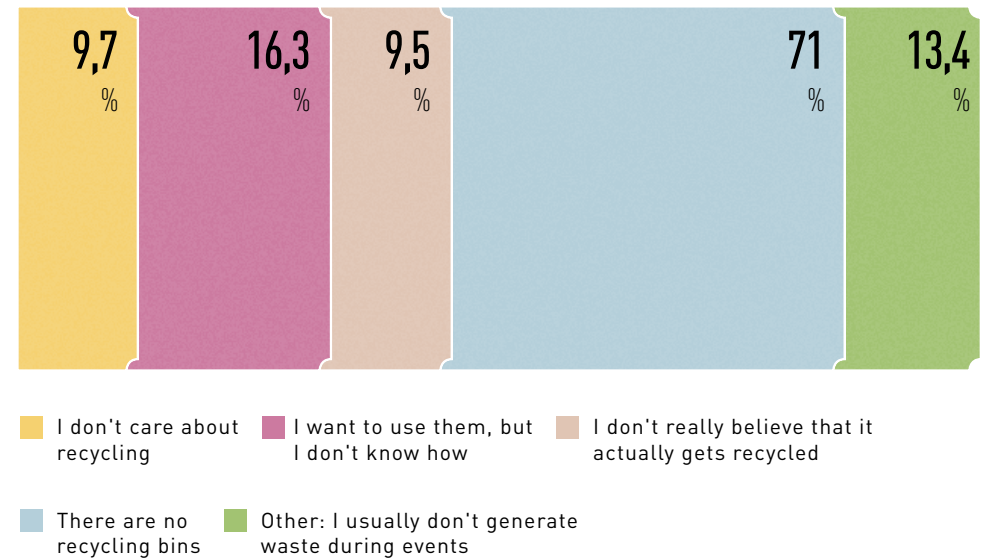
Survey Questions

QUESTION19

If you are not using recycling bins, what is the reason?

When questioned about their reasons for not using recycling bins, 71% of non-users stated that the event lacked sufficient recycling bins. The primary justification for not using recycling bins was the scarcity of bins, with 9.52% of respondents each citing "I am skeptical that it's actually recycled" and "I want to use it, but I'm unsure how to use it."

Are waste management and upcycling taken into account in activities?



Rights-Based Approach



Rights-Based Approach

The rights-based approach is focused on acknowledging, safeguarding, and guaranteeing human rights and freedoms in various fields, such as children's rights, animal rights, environmental rights, and nature rights. ³

It aims to raise awareness about these rights, prevent their deprivation, and enable people to exercise them freely. This approach involves identifying and promoting new rights, advocating for the rights that have already been recognized but denied, and enhancing the rights-related domains in all aspects. To implement a rights-based strategy, certain principles can be helpful, such as participation, equality, accountability, empowerment, a transparent legal framework, and access to information. ⁴

³ Günçakın, A. B., Çiftçi, C., Güler, E., & Yumuşak, Ö. F. (2019, December). Event Guide for Civil Society and Rights-Based Studies. Sivil Düşün. Accessed on 2022, <http://www.sivildusun.net/wp-content/uploads/2017/06/5-SD-Etkinlik.pdf>

⁴ For more information on rights-based studies, consult the European Union-funded "Building the Capacities of CSOs and Civil Networks for Further Development of the Right to Organize and Participate" (or "Right to Participation Project" in short), implemented in partnership with the Civil Society Development Center (STGM), Istanbul Bilgi University Center for Civil Society Studies (STM), and Kapasite Geliştirme Derneği (KAGED).

Rights-Based Approach



1. Participation

It is a crucial element of a rights-based approach as individuals who are impacted by a decision-making mechanism should have the opportunity to participate in these decisions in a meaningful way. Active citizenship is the foundation of this participation, which must be voluntary and barrier-free.



2. Equality

It is essential to ensure that no action promotes discrimination. Any form of discrimination should be objectively evaluated and eliminated through necessary interventions, with special consideration given to disadvantaged groups to ensure their access to their rights.



3. Accountability

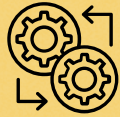
To ensure fairness and justice, it's important to establish accountability mechanisms that are transparent and accessible to the public. This will help identify the root causes of injustice, the methods used to resolve such issues, and ensure that they are resolved fairly. Parliament must take the lead in monitoring accountability, and civil society organizations with expertise in the field can contribute significantly to building the infrastructure.



4. Empowerment

Empowering individuals to defend their own rights based on their needs and demands is crucial. This approach reduces power dynamics and encourages institutions to respect and protect the rights of empowered individuals.

Rights-Based Approach



5. Legal Framework

The rights-based approach is based on various international instruments that detail human rights. These instruments include international conventions, such as but not limited to:

- European Convention of Human Rights
- Convention on the Rights of People with Disabilities
- Convention of the Council of Europe on Preventing and Combating Violence Against Women and Domestic Violence (Istanbul Convention)
- Convention on the Elimination of All Forms of Discrimination against Women
- International Covenant on Civil and Political Rights
- Convention on the Rights of the Child
- Universal Declaration of Human Rights

In addition to conventions, the international human rights laws comprise of declarations, general comments from human rights treaty monitoring bodies and country reports. The approach to rights is based on the belief that human rights are universal, indivisible, inalienable, and non-deferrable, meaning that every human being has inherent rights, and there is no hierarchy among them.

6. Transparency and Right to Access Information

In order for rights-based approaches to be transparent and for the state and other duty bearers to be held accountable, citizens and civil society organizations need access to accurate information. It's important to guarantee and monitor the exercise of individual and community freedoms of expression. All information provided to the public should be accessible and available to everyone. Additionally, transparency requires that all information about the event, including actors, resources, processes, etc., should be made available to the public.

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Children's Rights



Children's Rights

All individuals who are 18 years old and below are protected by the United Nations Convention on the Rights of the Child. This convention ensures that every child has the right to education, health, a safe living environment, adequate housing, and protection from physical, psychological, or sexual abuse. The Convention is based on four fundamental principles.⁵

||

**Children are individuals with human rights.
Children's rights are also defined in light of
their specific needs."**

Gözde Durmuş

Istanbul Bilgi University Child Studies Unit — ÇOÇA

18
years old

Below are protected
by the United Nations
Convention on the
Rights of the Child.

⁵ Bilgi ÇOÇA. Universal Declaration of the Rights of the Child. Bilgi Children's Studies. Accessed on 2022, http://cocuk.bilgi.edu.tr/wp-content/uploads/2020/02/Cocuk_Haklari_Sozlesmesi.pdf

Children's Rights

The Convention is based on four fundamental principles.

Article 2: "Rights of the child" are effective for all children.

1. "States Parties shall respect and ensure the rights outlined in the present Convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child's or their parent's or legal guardian's race, color, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.

2. States Parties shall take all appropriate measures to ensure that the child is protected against all forms of discrimination or punishment based on the status, activities, expressed opinions, or beliefs of the child's parents, legal guardians, or family members."⁶

Article 3: In all cases, the best interests of the child should be considered.

1. In all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities, or legislative bodies, the best interests of the child shall be a primary consideration.

2. States Parties undertake to ensure the child such protection and care as is necessary for his or her well-being, taking into account the rights and duties of his or her parents, legal guardians, or other individuals legally responsible for him or her, and, to this end, shall take all appropriate legislative and administrative measures.

3. States Parties shall ensure that the institutions, services and facilities responsible for the care or protection of children shall conform with the standards established by competent authorities, particularly in the areas of safety, health, in the number and suitability of their staff, as well as competent supervision."⁷

Article 6: Taking care of the right of children to live and develop is the primary responsibility of everyone responsible for the child.

1. "States Parties recognize that every child has the inherent right to life.

2. "States Parties shall ensure, to the maximum extent possible, the survival and development of the child."⁸

Article 12: Children have the right to give their opinions freely on issues that affect them.

1. "States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.

2. For this purpose, the child shall, in particular, be provided the opportunity to be heard in any judicial and administrative proceedings affecting the child, either directly or through a representative or an appropriate body, in a manner consistent with the procedural rules of national law."⁹

⁶ Convention on the Rights of the Child. UNICEF Turkey. Accessed on 2022, <https://www.unicef.org/turkiye/çocuk-haklarına-dair-sözleşme>

^{7, 8, 9} Age

Child Participation and Child Safety

It is critical to work with children under the principles of "best interests of the child" and "not harming the child" and to prioritize child and youth participation. In this regard, children must be willing to participate in activities/works involving children; the environment, program, and materials are appropriate to children's developmental characteristics, and they can express themselves comfortably and without being harmed in any way. Activities should be transparent and informative, respectful, voluntary, child-friendly, inclusive, supported by education, safe, risk-sensitive, and accountable for children's participation to be meaningful.

It is critical for children to freely express their opinions and to ensure their participation using age-appropriate tools and methods. Children's views should be valued, and attention should be paid to creating a space where they can be active. Children should not be kept in a passive and constantly "contributing" position, and their additions and contributions should not be ignored.

The approaches that will be taken to prevent any harm that may arise because of child participation, as well as the procedures that will be implemented if a child is or is likely to be subjected to neglect or abuse during this process, need to be defined in detail. Establishing necessary feedback channels is an essential step in this regard.

Harmony with Nature



Harmony with Nature

1. Definition of nature

The term "nature" refers to the entire universe, including ecological processes on the Earth and the interactions between living and non-living things. The survival of life on Earth depends on ecosystems that contain a mixture of living and non-living components. Humans, as a living species, also benefit from these changes.

2. Harmony with nature

As all life forms on earth, humans rely on natural resources to survive and are an integral part of nature. It is essential for humans to maintain their interaction with nature fairly. However, the increasing demand of humans for natural resources and non-cyclical, growth-oriented economies has led to an overwhelming effect on the Earth's ecosystems since the 20th century.

Living in harmony with nature means recognizing that the world is the habitat of all living beings. We need to adapt our lifestyles to avoid disturbing the natural balance and integrity of ecosystems. This approach promotes diversity in all forms, both living and non-living, to create and regenerate while addressing humanity's environmental, social, and economic needs equitably.

3. Integrity of Ecosystems

The Earth's natural mechanisms, which include both living and non-living elements, work together to sustain life. These mechanisms are affected by ecosystems, which can be found in both large and small geographical areas. To maintain the natural operation of these mechanisms, it is important to preserve the ecosystem's integrity. Factors such as temperature, precipitation, and humidity impact ecosystems, but the unique coexistence of living and non-living elements is what truly influences their well-being. If any component of ecosystems is destroyed or removed, the ecosystem may suffer. However, one of the most dangerous threats to an ecosystem is the introduction of a new species. This is because it is difficult to predict the impact that an exotic species will have on the ecosystem.

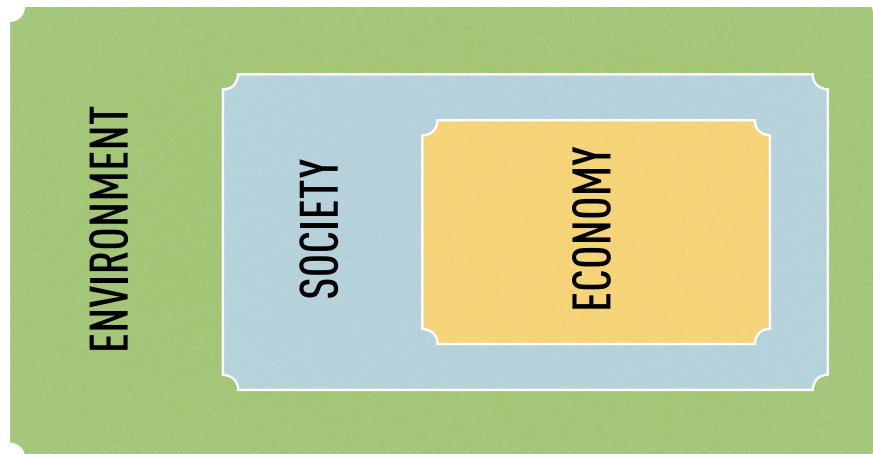
Harmony with Nature

4. Sustainability and environmental sustainability

Sustainability, as defined in the 1983 United Nations report "Our Common Future," means enhancing our daily lives without compromising the environment or future generations' ability to meet their needs. Today, sustainability encompasses ecological, economic, and social factors, taking a holistic approach. This approach emphasizes a clean natural environment that can regenerate itself, social conditions based on equality and prosperity, and a financial system that respects society and the environment.

A hierarchical approach to sustainability suggests that the economy should be examined within the context of society, and society should be examined in the context of the environment.

Environmental sustainability, a subheading of sustainability, can be defined as the responsibility for conserving ecosystems and natural resources to ensure their survival and transfer them to future generations.



5. Ecological footprint and handprint

The "ecological footprint" is the amount of biologically productive land and water required to produce resources consumed and dispose of waste generated by individuals, communities, or activities.¹⁰ It's a critical measure of sustainability that assesses the impact of human activity on the environment and ecosystems using current technology and resource management.

The term "biological capacity" refers to a geographical area's ability to generate renewable, natural energy sources. The ecological footprint examines the demand created on nature as a result of human activities, which is the balance between biological capacity and natural resource supply. This way, it reveals whether consumption is sustainable or not and offers effective and applicable solutions for unsustainable consumption patterns.

To calculate the ecological footprint, the consumption (amount of material used such as water or energy), production area (biological area needed to sustainably meet the consumption), and the number of people using natural resources in the area are multiplied.

The ecological handprint is a measurement that encourages individuals and communities to adopt sustainable practices and make measurable behavioral changes. Unlike the ecological footprint, it focuses on how people and communities can increase their capacity to take initiatives that have a positive impact on the environment. Although challenging to quantify, its effects can be seen through reducing the negative impact of the ecological footprint, such as excessive use of natural resources and waste generation, as well as increasing awareness of sustainability to improve the quality of ecosystems.

¹⁰ WWF. Turkey's Ecological Footprint Report, Accessed on 2022, https://www.footprintnetwork.org/content/images/article_uploads/Turkey_Ecological_Footprint_Report_Turkish.pdf

Waste Management and Upcycling



Waste Management and Upcycling

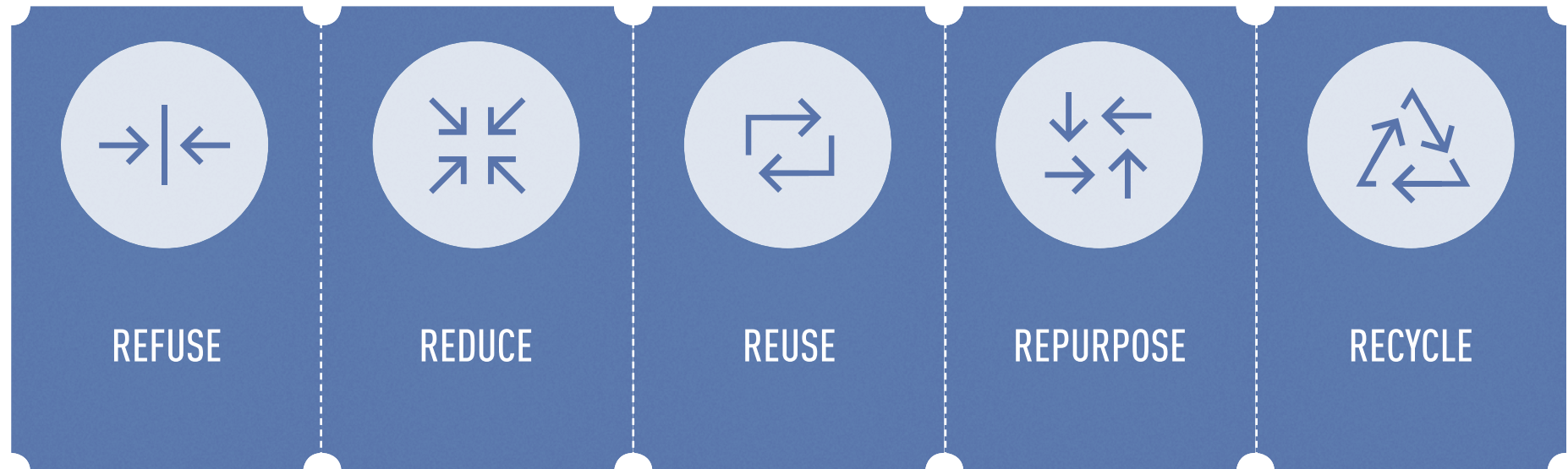
Waste management involves taking measures to reduce waste production at its source, recycling existing waste, and considering the impact on the environment, society, and economy. By reintroducing products that have reached the end of the linear economy's "take-make-dispose" cycle as a resource, waste management maximizes the use of natural capital. These recovery techniques support the circular economy, which aims to minimize the use of raw materials, reduce waste, and maintain resources in the production cycle for as long as possible. The circular economy promotes collaboration between businesses and individuals to achieve a sustainable future, utilizing current technology and creating systems that extend the lifespan of existing products.

Cycles like the water cycle and the nitrogen cycle, which make resources available time and time again, are some of the significant factors that make the world favorable for the existence of life. With the Industrial Revolution, when steam power replaced labor-intensive manual labor in manufacturing, the process that moved the system away from circularity got underway. Due to the rapid resource consumption brought on by this change, the Earth's ability to replenish its resources could not keep up with the consumption rate. The situation where each waste is the raw material for another product has been moved away with the move away from circularity, resulting in a massive pile of waste on the Earth. Thus, the ideas of waste management and upcycling have been developed.

The circular economy's foundation is to recycle or upcycle the products used for recovery and reuse, rather than viewing them as waste. This is in contrast to the linear economy, which promotes the take-use-dispose method. The life cycle of a pair of jeans can be used as an example to comprehend the value of a product that has gone through numerous stages before reaching the consumer. The pre-use process of the product is finished with the transportation, distribution, and delivery of the products to the user. After that, the process begins with the collection of cotton as the raw material and continues through various steps in various factories: yarn production, dyeing, fabrication, sewing, etc. Approximately 3,781 liters of water are used to manufacture 1 pair of jeans. Driving 111 kilometers and watching 246 hours of TV on a big screen both consume the same amount of water, releasing approximately 33.4 kilograms of carbon dioxide during these activities.

The "Refuse, Reduce, Reuse, Repurpose, and Recycle" approach can be viewed as a compass for the behavioral changes consumers should adopt in terms of waste management. In essence, this idea, which may seem innocuous, should be placed at the bottom of the priorities because recycling also requires resource inputs.

5R Principles



These five major areas are based on the following principles: (1) challenging the causes of waste production and resulting in modifications to consumption and living patterns; (2) increasing awareness of the stages of waste generation up until recycling and avoiding behaviors that will generate waste from the start; and (3) redesigning production processes because of shifting consumer behavior and establishing an equitable system for all.

"Is the product or service I'm buying in line with the ethical values and environmentally sound production processes I stand for?" "Do I really need these pants?" "What can I do to make this bag last longer?"... Answers to these and other frequently asked questions about daily life are the first step in waste management, followed by the subsequent steps.

5R Principles



1.1 Refuse

The "Refuse" step is based on the notion that buying products that are not necessary but are given the appearance of necessity by marketing techniques should be rejected. Here, the fundamental concerns a customer can assess as requirements before purchasing can be listed as follows:

- Do I really need this product?
- Is there another product I could use in place of this one?
- How long can I continue using this product?
- When I'm done using it, can I recycle this item?
- Can I bring this product to life in a different direction?

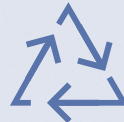
1.2 Reduce

This stage aims to create habits that will lessen the effects of consumer demand on the environment, including the carbon footprint, water use, packaging waste, etc. It is crucial to consider the product's life cycle when choosing a product and make choices that will have the fewest adverse effects possible. This step has the dual purpose of preventing product purchase and associated packaging waste in addition to avoiding the use of surplus goods in a specific circumstance.

1.3 Reuse

The reuse principle, which calls for repeatedly using a product, aims to increase its lifespan. It advises that even if a product is broken, it should be fixed and used again for as long as is practical. It advocates more sustainable living by eliminating damage to the product, such as deterioration, tearing, or puncturing, often with less resource use and keeping it in use.

5R Principles



1.4 Repurpose

Numerous everyday items have multiple uses. This step aims to give products new life so they can be used for different purposes and to keep them in use after they have served their purpose and reached the end of their useful life in their current form. This step, also called upcycling, is becoming increasingly crucial as landfills reach their limits and the amount of waste generated increases.

1.5 Recycle

The stages leading up to recycling aim to reject and prevent unnecessary consumption, make product choices in a way that reduces waste, and evaluate products that can be reused again and again for different purposes, either in their current state or repaired, thus preventing waste generation.

Recycling is the final stage of sustainable waste management—recycling products where necessary and considering the energy used in recycling and products that are not fully recycled (i.e., downcycled).

Recycling aims to use industrial techniques to incorporate products that cannot be kept in use into the circular economy. This definition does not cover practices that don't fall under this category, like incinerating non-recyclable and environmentally harmful wastes or disposing of such wastes by piling them up in a landfill.

Inclusion

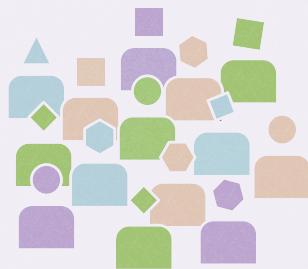


Inclusion

By accepting differences and accommodating all traits, inclusion is a methodology that rejects "normalized standards" and fosters and benefits from all human diversity. By including/integrating them as natural stakeholders in processes, activities, and decision-making in a way that shares authority, it seeks to value the contributions, existence, and perspectives of individuals and/or groups excluded by the structures of societies. There is no such thing as a "normal" standard for people. Hence, inclusive environments respect and value individuals and groups for who they are.

By creating environments sensitive to the needs and experiences of people with different characteristics, inclusion aims to minimize and eliminate as many contextual, physical, digital, and social barriers as possible.

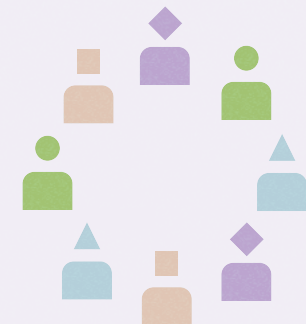
Diversity is related to how an entity is portrayed or appears in an inclusive perspective. Although inclusion and diversity are related ideas, they are different. Additionally, while diversity is required for inclusion, more is needed independently. Even though there are many different genders, races, nationalities, sexual orientations, and identities present, only some of these groups' perspectives are valued, and only one authority or influence is given priority; such a setting is not inclusive. Experiences must be created that bring people together and take advantage of people's differences by celebrating their uniqueness to make inclusion possible.



DIVERSITY



EQUITY



INCLUSION

1. Accessibility

“**Accessibility is a journey, not a goal because each event varies. The objective should be to set out rather than to be reachable.**”

Serim Berke Yazar
Accessible Everything

Accessibility is not a concept with a fixed and single definition; it is defined in various ways depending on the context in which it is addressed. In fact, in many sources where accessibility is discussed, there is no specific definition mentioned or a clear connection to any definition. In the scope of this guide, accessibility is defined as ensuring the elimination of all physical, digital, and social barriers and socio-economic constraints for any product, service, environment, or system, in other words, every aspect that impacts an individual, to achieve accessibility, understandability, and applicability for everyone. Moreover, it is an unrestricted human right and a benchmark for social advancement. This concept can also be examined in three levels: physical, content, and social accessibility, categorized under gender, equality, and human rights.

In daily life, the concepts of inclusion and accessibility are frequently confused. To make it more concise and direct., if inclusion is considered as a methodology that enables all diversity, accessibility will be one of its outcomes. Services, environments, and systems designed based on the principle of inclusion will embrace all individuals in society and benefit from this diversity. By embracing all members of society, the systems, environments, and services developed following the principle of inclusion will benefit from this diversity.

¹¹ Accessible Everything, accessed on 2022, <https://www.erisilebilirhersey.com/>

2. Disability or Impairment?



Barriers are created by society, and they disappear when suitable conditions are created for individuals facing obstacles."

Sadriye Görece BlindLook

The notion of disability is in a constant state of evolution, embodying a highly dynamic and intricate phenomenon that demands exploration from multiple angles (or the way it's projected to evolve). In the past, the discourse around disability primarily centered on a medical and individual perspective. However, today, a social perspective is gaining prominence. While the "medical model" focuses solely on an individual's disability within the context of their physical limitations, the "social model" positions individuals with disabilities within the framework of their interactions with the environment they inhabit. This perspective addresses disability as a consequence of lacking the necessary accessibility provisions in their lives. Despite initial appearances of contrast between these two models, it's crucial to treat them with equal importance to effectively break down social barriers.

According to the social model, disability becomes apparent in the interactions between individuals and society. These interactions are often hindered by physical, contextual, and social barriers, all of which reflect broader societal issues. For instance, imagine a scenario where someone who uses a wheelchair cannot board a bus due to inadequate accessibility measures. This situation highlights a societal barrier that affects the individual. Social barriers encompass a range of challenges that arise when someone is unable to access information, education, politics, legal rights, and more, due to the lack of inclusive measures within society. As a result, individuals might experience physical, cognitive, behavioral, psychological, and social differences. To create a more inclusive society, it's crucial to address these barriers by implementing comprehensive, structural, and multidisciplinary accessibility measures. This will not only ensure that disabled individuals have access to their rights and opportunities but also enable them to fully participate in social life and lead fulfilling lives in an environment that respects their unique needs.

3. Gender Equality



Unfortunately, the inclusion of the concept of equality in the law does not necessarily mean that equality is achieved in real life. In practice, ensuring gender equality remains a crucial issue that requires urgent action.”

İlayda Eskitaşcıoğlu

We Need to Talk Association

Although many cultures interchange sex and gender, they have different biological and social connotations. While gender refers to the socially constructed traits of men and women, such as norms, relationships, and assigned roles between different sexual identities, sex refers to the biological, physiological, and genetic differences between men and women, such as chromosomes, hormones, and reproductive organs. In a nutshell, gender refers to the significance that culture and society give to sexual identities and the standards they set for them.

The notion of gender highlights the constructed aspects of various sexualities within society and suggests that gender can undergo changes over time or due to shifts and developments in different societies and cultures, particularly in the realms of politics, economics, social dynamics, culture, education, and communication.

Gender equality aims to create an environment where individuals of all sexual orientations have equal rights and opportunities across all spheres. This involves removing all societal and political barriers through accessibility measures. However, it's a multi-faceted concept that can't be encapsulated in a single viewpoint. Its definition varies based on one's worldview, overall approach to equality, the significance of gender equality within equity discussions, and its overall value. Thus, instead of relying on a sole definition, it's more elucidating to explore and define its diverse characteristics.

3. Gender Equality

Emphasis on equal opportunities, conditions, and treatment

Gender equality strives for a society where everyone, regardless of their gender identity, sexual orientation, gender expression, or gender diversity, can equally access all rights, services, and resources. This concept highlights that individuals, including children, deserve equal opportunities to engage in their society's economic, social, cultural, and political aspects and to actively participate in these processes. Moreover, it underscores the importance of upholding human rights within this framework..¹²

Emphasis on gender identity

Gender equality doesn't mean that all genders will be identical. It signifies that an individual's rights, responsibilities, potentials, and opportunities aren't determined by the binary notion of gender, regardless of any gender diversity.

Emphasis on changing power structures

Social gender equality involves changing the structures that maintain unequal power and opportunity among different gender identities. It's not about biological differences, but rather about addressing the unequal positions of individuals with diverse gender identities in society. It tackles various social and cultural differences, such as employment status, economic income, education, health, politics, social norms, habits, and the utilization of rights, that contribute to these unequal positions..¹³

Who is affected by gender inequality?

Women and LGBTI+ individuals experience discrimination and gender-based violence due to factors such as gender identity, sexual orientation, gender expression, and gender diversity. This affects a wide range of individuals including women, transgender and gender-diverse individuals, children, families, and more. Achieving gender equality is not only about creating a safer and healthier society but is also essential for building a more sustainable world. By promoting gender equality, we can create inclusive and productive environments that embrace diversity and contribute to a better future for everyone.

¹² Prof. Dr. Yıldız Ecevit, *Toplumsal Cinsiyet Eşitliğinin Temel Kavramları (Basic Concepts of Gender Equality)* (2021)

¹³ Age, 25

Checklists



1. Child Safety and Participation Checklist

BEFORE THE EVENT

Child participation

- ☐ Have the objectives of involving children in the activity been examined?
- ☐ Is the connection between children's participation, their expressed opinions, and the purpose and outcomes of the meeting clearly understood by all?
- ☐
 - Have the children been adequately informed about this matter?

Safety

- ☐ Has the venue's physical conditions that could pose a risk to the safety of children been thoroughly inspected? (Including potential hazards like electrical issues, slippery surfaces, sharp edges, and more.)
- ☐ Has a secure environment been established for children to feel safe and comfortable?
- ☐
 - Have the requirements concerning the event venue, duration, timing, materials, and methods been thoroughly assessed?
- ☐
 - Has special attention been given to ensure the absence of content that might be traumatic, sensitive, or triggering?
- ☐ Have the necessary precautions been taken to prevent situations that could potentially harm or endanger children?
- ☐
 - Have efforts been made to minimize potential risks during the event by considering the child's age, development, and needs?
- ☐
 - Is there a clear understanding of the protocol event organizers will follow if any child experiences verbal or physical abuse during the event or if a child's rights or safety are violated?
- ☐
 - Have the children been informed about this protocol?
- ☐ Before the event, have verbal consent been obtained from children for their participation and for any video/photo recording? Have written consent been obtained from caregivers for children below a certain age and above a certain age, specifically for video/photo recording?
- ☐ Are the facilitators and organizers of the event equipped with the necessary skills to conduct activities involving children? If not, have they received comprehensive information regarding child participation and safety?
- ☐
 - If they lack the required expertise, have they been adequately briefed about child participation and safety?

1. Child Safety and Participation Checklist

BEFORE THE EVENT

Communication strategies with children

- ☐ Have the children been provided with information prior to the event regarding the organizers of the event (the institution and the individuals comprising it, along with those who will be participating), its objectives, and its methods?
- ☐ Is there an intention to promote the event to children as well? If so, have steps been taken to ensure it is child-friendly? Has expert guidance been sought to achieve this?
- ☐ Has there been a thorough briefing regarding the event's content?

- ☐
 - Has careful consideration been given to the suitability of this announcement for children across different age groups?

- ☐
 - Have children received all the essential details about the event's objectives, subject matter, venue, schedule, and duration?

Respecting Children's Rights and Choices

- ☐ Have the rights of children, such as the right to opt out of participation in the event, to partake in play, or to enjoy time in a secure environment, been duly considered? Have these rights and choices been communicated to the children?
- ☐
 - Are the children well-informed that they are under no obligation to respond to every question or share their thoughts, and that they possess the right to decline with a simple "no"? Is this understanding effectively conveyed to the children?
- ☐ In each event, has there been an effort to create space for children to contribute in areas where they can offer their input, rather than solely emphasizing their reception of contributions?

1. Child Safety and Participation Checklist

DURING THE EVENT

Safety

- ☐ Have children been provided with information about the resources used for the event, the methods of resource utilization, the expected outcomes, and the intended uses of those outcomes? Additionally, have they been informed about how to obtain information regarding these aspects? Furthermore, have they been guided on where to express any objections, inquiries, or suggestions they might have?
- ☐ Have care been taken to avoid making offers for one-on-one interactions with children, such as interviews or meetings, regardless of the adult's profession or purpose? Have reminders been provided about this?
- ☐
 - In exceptional cases where one-on-one meetings between adults and children are necessary, has parental approval been obtained?
- ☐ Was care taken to use the "to everyone" option in the chat section and avoid contacting a child participant in online activities directly?
- ☐ Has consent been obtained from both the speaking children themselves and their caregivers, informing them about the photography and video recording that will occur during the event?
- ☐ Even if consent has been acquired, has there been a conscious effort to refrain from capturing, recording, or sharing screen images of children without prior permission, and avoiding the disclosure of their location, full names, or other identifying information in social media posts or other documents?
- ☐ Have the children and families who have provided consent forms been adequately informed about how visual materials, such as their expressed ideas, captured photos, and video recordings, will be used and where they will be utilized?
- ☐ Were the rights of children to have control over their own bodies respected? Was physical contact with children avoided unless they gave their consent?
- ☐
 - Were appropriate measures taken during the event to prevent any child from being alone with an adult?

1. Child Safety and Participation Checklist

DURING THE EVENT

Respecting Children's Rights and Choices

- ☐ Is there a careful approach to avoid forcing children to participate or express their thoughts? In simpler terms, is their participation based on their willingness?
- ☐ Is it recognized that each child's personal experiences matter, regardless of their background within groups, schools, or institutions?
- ☐ Do kids know that they do not have to answer every question or share their thoughts if they do not want to? Is this concept communicated clearly to them?
- ☐ Is the way adults interact with child participants in the event respectful rather than overly sympathetic?
- ☐ Have the kids been told about the possible risks of using their own pictures and names online, and do they know about it?
- ☐ Are the ways of communicating being cautious not to use any pictures or words that might treat kids unfairly or make them feel left out?
- ☐ When working with children, is there a focus on using a non-hierarchical, positive, nonviolent, and inclusive approach?
- ☐
 - Is the language used during the event supportive and free from any discriminatory expressions?
- ☐
 - Especially in online activities, is the language used for asking questions or making comments straightforward and easy to understand?

1. Child Safety and Participation Checklist

AFTER THE EVENT

Communication strategies with children

- ☐ Was the event carried out in accordance with its intended purpose? Is there a need for any follow-up activities or ongoing events? Have any suggestions been provided by the children in this regard?
- ☐
 - If there are suggestions from the children, has a subsequent course of action been outlined? Have the children been consulted about the process?
- ☐
 - Regarding the ongoing plan, have responsible individuals or organizations been designated for the tasks? Has a monitoring process been established?
- ☐ Have the event's results and the children's comments recorded during the event?
- ☐
 - When gathering evaluations from children after the event, were appropriate communication methods used?
- ☐
 - Have any relevant adjustments for future events been decided upon based on the feedback and suggestions received from the children?

1. Child Safety and Participation Checklist

AFTER THE EVENT

Sharing and communicating the outputs

- ☐ If someone's words and images will be used in a way that clearly identifies them, have permissions been obtained for these specific instances, even if general recording consent has been given?
- ☐ If there is a communication plan for activities like news articles or interviews about the event, have steps been taken to ensure that children's representation is considered before these are published?
- ☐ Have the methods of presenting or reflecting children's views and suggestions been decided upon?
- ☐
 - Will personal information such as names, surnames, and ages of children be used in planned communications?
- ☐
 - If so, has attention been given to providing necessary information to both children and their caregivers?
- ☐
 - If the opinions shared in the materials won't be anonymous, have potential risks been considered, and the potential impact on children been evaluated? Have necessary precautions been carefully taken?
- ☐
 - Have children and those responsible for their care been informed about the language and context in which the views will be shared, as well as the level of openness in sharing them?
- ☐
 - Has information been provided to children and those responsible for their care about the language, context, and level of openness in which these opinions will be shared?
- ☐ Has the final version of the post-event report, booklet, video, or similar materials been shared with both children and the individuals responsible for their care?
- ☐ Is there a chance that these materials might be utilized in an unintended manner after the event?
- ☐
 - If such a situation arises, have children and their caregivers been duly informed, and has the appropriate approval process been adhered to?

2. Harmony With Nature and Waste Management Checklist

BEFORE THE EVENT

Venue selection and its relevance to the event theme

- ☐ Was the possibility of using online platforms taken into account when deciding on the event venue? Were ideas for online events considered?
- ☐ If the event is a physical gathering, was the venue chosen with a focus on minimizing the ecological footprint?
 - ☐ Does the chosen venue offer environmentally friendly transportation options? If not, have alternative eco-friendly solutions been explored?
- ☐ During the planning of the event location and timing, have sensitive periods of local wildlife, such as breeding seasons and migration movements, been taken into consideration?
 - ☐ Have the animals utilizing the area for migration during specific periods also been accounted for when selecting the event location and timing?
- ☐ Were sensitive times, such as breeding seasons and movements of local living things, taken into consideration when deciding on the venue and timing of the event?
 - ☐ When planning the place and time of the event, were the animals using the migration period considered?
- ☐ Has a preliminary assessment of energy and water efficiency been conducted for the event venue?
- ☐ Has it been determined whether the energy used in the chosen venue is produced in an environmentally friendly manner?
- ☐ Is the location selected for the event in alignment with your ethical principles and compatible with your area of operation in terms of ecological harmony?
- ☐ After the venue is decided, has an "Event Facilitator" responsible for ensuring harmony with nature during the event been designated?

2. Harmony With Nature and Waste Management

BEFORE THE EVENT

The footprints

- ☐ When choosing products for the event, has the traceability of their footprints from production to consumption been considered?
- ☐ Were fair, ecological, and sustainable choices made when selecting products for the event?
- ☐ For each product intended to be used in the event, has a "product-footprint list" been created, detailing water footprint, carbon footprint, and ecological footprint for impact assessment post-event?
- ☐ Has the total quantity of prepared products for potential use in the event been recorded?

Waste management

- ☐ Prior to the event, have steps been taken to minimize the amount of waste that could be generated during the event?
- ☐ Has planning been done to segregate and recycle or upcycle potential waste generated during the event?
- ☐ If there are provisions for refreshments like food and beverages, has a zero-waste strategy been considered?
- ☐ Have the refreshments been chosen to be packaging-free, with low carbon and water footprints, and sourced from local producers?
- ☐ Have discussions been held with relevant entities such as municipal authorities regarding the segregation and recycling of potential waste?

2. Harmony With Nature and Waste Management

BEFORE THE EVENT

Promotional and communication products

- ☐ Have decisions been made on which materials are truly necessary and how much of each is needed?
- ☐ Has priority been given to digital promotional materials?
- ☐ When selecting materials, have choices been made in favor of biodegradable, recyclable, or upcyclable options?
- ☐ Has the usage of language and attitudes that encourage consumption been avoided?
- ☐ Have designs been considered that do not create waste for promotional and program materials?
- ☐ Are communication and address details shared in a way that does not create waste?
- ☐ Has the potential for reusing materials that do not contain specific information like dates or names been taken into account?
- ☐ When planning an eco-friendly event, has it been ensured that there is no greenwashing in the materials used, communication products, and especially collaborations?

2. Harmony With Nature and Waste Management

BEFORE THE EVENT

Post-registration information

- ☐ Has information been provided about the tools and supplies that participants may need to bring with them based on their consumption needs during the event?
- ☐ Have areas for participants to refill their water bottles been arranged? If so, has this information been shared with participants, and have they been encouraged to bring their own durable cups, bottles, or thermoses?
- ☐ Have participants been advised against using single-use products?
- ☐ If the event is outdoors, have participants been informed about the weather conditions and encouraged to bring items like hats, raincoats, and windbreakers which are not single-use?
- ☐ Have alternative transportation options, such as cycling or public transportation, been considered and shared with participants, taking into account the carbon footprint?

2. Harmony With Nature and Waste Management

DURING THE EVENT

Resources consumption

☐ Is energy consumption being minimized?

☐ Are measures taken to minimize waste-producing consumption?

☐ Is the consumption plan established before the event being followed consistently?

Harmony with nature and respecting the ecosystem

☐ If the event area is near habitats of other living beings, is care taken to ensure that the levels of noise and light resulting from the event do not disturb their lives?

☐ Are the guidelines shared before the event is being followed? Are the rules being reiterated throughout the process?

☐ Are the necessary guidelines being followed to avoid any interference with the ecosystem including all living and nonliving elements?

☐ • Is care being taken to avoid behaviors that could disrupt the ecosystem to preserve vegetation, soil integrity etc.?

☐ • If the event takes place in a natural area, is attention being paid to not remove either living or nonliving elements from the area?

☐ • If the event takes place in a natural area, is care being taken to prevent the introduction of non-native living and non-living elements into the area?

☐ • Is care taken not to leave rubbish in nature?

2. Harmony With Nature and Waste Management

DURING THE EVENT

☐ Are there guidelines in place for proper waste separation?

☐ Is the "Event Facilitator" intervening according to established rules in case of any violation?

Impact monitoring:

☐ Are the necessary data being collected to assess the impact, and are they being transparently shared?

☐ • electricity consumed (kWh)

☐ • water consumption (L)

☐ • food consumption (kg)

☐ • and the quantity of waste produced (kg) including plastics, aluminum, etc. being tracked and documented for impact evaluation?

2. Harmony With Nature and Waste Management

AFTER THE EVENT

Consumption reporting

() Has the consumption data (electricity, water, food, plastics, etc.) been accurately recorded during the event?

() • Is there a record of how much of the prepared materials were actually used by the end of the event?

() • Have calculations been made to determine the carbon footprint per participant?

() Is there a comprehensive report on the amount of waste generated during the event?

() • Has it been reported that the generated waste can be recycled (paper/plastic/packaging, etc.), upcycled, composted, or properly disposed of, matching the generated waste volume?

Reporting on recycling

() Were the generated waste materials sorted for recycling during the event?

() Have the separated waste materials been documented based on their type and volume?

() Were the waste materials sent to the appropriate recycling facilities?

() Has proper storage been arranged for materials intended for reuse under suitable conditions?

2. Harmony With Nature and Waste Management

AFTER THE EVENT

Post-event communication:

- ☐ During the event, were the opinions and feedback received from participants or the outcomes of the event documented? Were these opinions and feedback analyzed?
- ☐ Have the reported information and findings been shared transparently and comprehensively with the event participants?
- ☐ Was the choice of using digital platforms for communication favored over traditional written forms?

3. Inclusion Checklist

BEFORE THE EVENT

Budget adjustment

() Is there a sufficient budget allocated for inclusivity and accessibility arrangements?

() • Have transportation expenses for special needs been included?

() • Are there provisions for necessary online platform enhancements?

() • Has funding been set aside for physical, content-related, and social accessibility adjustments?

() Were local resources (funding sources, sponsorships, and collaborations) primarily evaluated during event planning?

() Is the compensation for individuals involved in event organization and execution aligned with a fair and adequate level of well-being and inclusivity within the event budget?

() If the event has an admission fee, has care been taken to ensure that the fee is affordable and accessible for everyone?

() If the event has a partially higher fee, have provisions been made to facilitate fee accessibility for various groups (students, unemployed individuals, retirees, disabled individuals, children)?

() If speakers are being compensated, have equal fees been provided regardless of gender?

3. Inclusion Checklist

BEFORE THE EVENT

Profiles of speakers and participants

() Is the range of event participants well-defined? Have possible special requirements been identified based on participant demographics?

() • Elderly individuals

() • Children

() • Individuals with disabilities

() • Minority groups

() • Individuals whose native language differs from the event language

() In the process of creating participant and speaker profiles, has consideration been given to gender equality and age diversity?

3. Inclusion Checklist

BEFORE THE EVENT

Groups taken into account when planning an event

- () Was the event planning designed with consideration for individuals with various accessibility needs, including physical, content-related, and social aspects?
- ()
- Visual differences (Blindness, low vision, color blindness)
- ()
- Hearing differences (Deafness, hearing impairment)
- ()
- Motor skill differences (Cerebral palsy, muscle injuries, spinal cord injuries, Parkinson's, essential tremor)
- ()
- Cognitive differences
- ()
- Individuals prone to crisis (Autism, epilepsy)
- ()
- Temporary/ situational differences (Individuals with recent injuries, pregnant individuals, elderly individuals)
- ()
- Were the specific needs of participants and speakers with special requirements taken into account during the planning process?

3. Inclusion Checklist

BEFORE THE EVENT

Inclusivity and accessibility of event promotion platforms

- ☐ Is the language used in event communication and during the event inclusive and mindful of gender equality?
- ☐ Has an adaptable and inclusive form been prepared for participants to indicate their gender identities during event registration?
- ☐ Have announcements been made across diverse platforms in an accessible manner, reaching various audiences?
- ☐ Have different promotional methods been utilized to cater to the needs of target groups?
- ☐ Is the website and digital content designed in a format compatible with screen readers?
- ☐ Are alternative texts provided for images and photos in a reader-friendly format?
- ☐ Are audio descriptions and captions added to videos where necessary?
- ☐ Are language options available for individuals with language barriers?
- ☐ Are accessibility arrangements included in the event's promotional materials?
- ☐ Have participants been informed that the event is organized by KOSE?

3. Inclusion Checklist

BEFORE THE EVENT

Accessibility of ticket purchase and registration platforms

- ☐ Has both digital and physical access been ensured for the event registration/application form?
- ☐ Are options provided for both online and physical ticket purchase?
- ☐ Is there a system in place for assisting and guiding individuals through the ticketing and registration process, possibly via phone assistance?
 - ☐ • Has this support system considered the needs of deaf and hard of hearing individuals? (For instance, having a sign language interpreter or the option for video communication).
- ☐ • Is the content of the tickets presented in a readable format? (For instance, as text with alt descriptions, rather than just images).
- ☐ In the registration form, are participants asked about their accessibility needs during the event?

3. Inclusion Checklist

BEFORE THE EVENT

Post-registration communication

- ☐ Have preliminary information about the event, process, and venue been provided to participants and speakers, taking into account the needs of individuals with disabilities?
- ☐ Have any additional materials that might be used during presentations or activities been prepared in a way that prioritizes meeting the needs of people with disabilities? Have these materials been shared ahead of time with those who might need them? (In case the presentation isn't openly available, it could be shared using a device or storage provided by the organizers.)
- ☐ If there are interpreters and audio describers, have participants and speakers been informed about their presence in advance?
- ☐ If registration is necessary, have participants and speakers been given the necessary information?
- ☐ If there will be photography and sharing of content, has permission been obtained through the registration form?
- ☐ Have various accessible transportation options to the event venue been communicated to participants?
- ☐ Have participants received advance information about any materials they might require during the event, such as laptops?

3. Inclusion Checklist

BEFORE THE EVENT

Venue inclusivity for the event

☐ Has the venue and platform been visited in advance?

☐ Have the accessibility features of the venue and platform been identified?

☐ • Is there enough space for individuals to move comfortably?

☐ • Is there accessibility available for wheelchair users to access different floors or elevations? (ramps, elevators)

☐ • Are there visual cues in place to assist individuals with visual differences in their movement? (floor markings)

☐ • Is there a nursing or baby care room available for parents with infants?

☐ • Are quiet areas provided for individuals with cognitive differences, away from stimulating elements?

☐ • For events aimed at parents, has consideration been given to make the participation accessible for parents with their children?

3. Inclusion Checklist

BEFORE THE EVENT

Accessibility of transportation to the event venue

- ☐ If the event requires the participants to physically come together, has the accessibility of transportation conditions to the venue for individuals with special needs been ensured? (For instance, designating disabled parking spots at the event venue)
- ☐ Has a transportation plan been created, including public transportation options? (Arrangements for private vehicles can be made for those in need.)
- ☐ Has clear and easily understandable directions been provided from nearby public transportation points to the event venue? Have these directions also been audibly conveyed?

3. Inclusion Checklist

DURING THE EVENT

Welcoming

- ☐ Are all individuals welcomed and directed upon entering the event venue?
- ☐ Even in the case of a crowded event venue, is there an assistant or staff member available to guide and support individuals with special needs?
(One assistant can typically accompany 3-4 individuals)
- ☐ Are there guidance prompts at the registration desk to assist with form filling?
- ☐ Have the staff members at the registration desk been informed in advance about communicating with and providing support to individuals with special needs?

Seating arrangements at the venue

- ☐ Have guidelines and directional markers been placed at entrances, exits, and restrooms in the event area?
- ☐ If there is a seating arrangement, have methods (such as barcodes) and solutions been considered to announce seat numbers audibly for those who may need it? (If not feasible, assistants can be assigned to help attendees find their seats.)
- ☐ Have individuals using hearing aids been directed to areas near the speakers to ensure they can hear clearly without difficulty?

3. Inclusion Checklist

DURING THE EVENT

Inclusion and accessibility during the event

- ☐ Did the speaker provide a self-description before beginning their talk? (This request could be conveyed prior to the speech.)
- ☐ If there are visuals of significant importance during the presentation that might be challenging to understand, are these visuals being described?
- ☐ Is audio description being offered?
- ☐ Are there subtitles or a sign language interpreter present?
- ☐ Is all the content used during the presentation, including printed materials, accessible?
- ☐ Is all content being translated (into necessary foreign languages, sign language, voiceovers) and conveyed in an accessible manner at every touchpoint?
- ☐ Are individuals being asked about their needs during the event?
- ☐ Have the lights been appropriately adjusted for individuals who might experience seizures (such as epilepsy) or sensory sensitivities (like autism)?
- ☐ Are the colors suitable for individuals with color blindness?
- ☐ If a participant requires lip-reading, is the speaker addressing the presentation towards the individual who reads lips? (The speaker should be informed about this prior to the presentation) / (Consider the possibility of having a stenographer)
- ☐ Has care been taken to avoid using divisive and gender-biased visuals in the materials?

3. Inclusion Checklist

DURING THE EVENT

Safe person

- ☐ Has a "safe person / team" been assigned and introduced for attendees to consult in case they feel uncomfortable during the event?

Gender roles in the event

- ☐ Has there been an effort to ensure gender balance within the working groups during the event?

- ☐ Was task distribution carried out with attention to gender equality? (For instance, assigning women to roles such as welcoming committee, note-taking, moderation, etc.)

- ☐ Has an inclusive environment been established that enables equal participation from everyone?

- ☐ Was gender equality considered when granting speaking opportunities?

3. Inclusion Checklist

AFTER THE EVENT

Distribution of Tasks After the Event

- ☐ Has gender equality been taken into consideration when distributing tasks such as cleaning, organizing, and moving at the conclusion of the event? (For instance, avoiding assigning cleaning tasks predominantly to women, etc.)

Safe Person

- ☐ Were individuals who needed to communicate with the "Safe Person" during the event reconnected with after the event? Was feedback collected regarding their feelings, thoughts, or the assistance they received, and were actions taken based on this feedback?

Evaluation

- ☐ Has the evaluation feedback form been prepared to be inclusive and accessible?
- ☐ Has accessibility been ensured for the evaluation form across different channels, both digital and physical?
- ☐ If a post-event survey is conducted, have the survey questions and surveyors been made accessible?
- ☐ During the event's organization, was there a commitment to work accountability and fairly, addressing all issues transparently and keeping records?
- ☐ Has the event organizing team conducted a transparent evaluation of the event?

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