

**T.C.
ISTANBUL AYDIN UNIVERSITY
INSTITUTE OF SOCIAL SCIENCES**



**CHILDREN RIGHTS AND ABUSE OF CHILDREN IN THE WORLD OF
POLITICS**

THESIS

Merve KÖSEM

**Department of Political Science and International Relations
Political Science and International Relations Program**

Thesis Advisor: Assist. Prof. Dr. Filiz KATMAN

ISTANBUL, SEPTEMBER 2015

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T.C.
İSTANBUL AYDIN ÜNİVERSİTESİ
SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜ

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Merve KÖSEM

Signature

*To my husband and my son,
(Eşime ve oğluma)*

FOREWORD

First of all, I would like to thank Istanbul Aydin University for providing me this opportunity and supporting me, especially my advisor, Assistant Professor Dr. Filiz KATMAN for her full support and help in presenting this thesis.

I owe many thanks to my beloved husband Mehmet KÖSEM, who has supported me in every period of my life, given me peace of mind, shared our happiness, respected and carefully listened to my ideas and constantly made me feel his presence beside me. I would also like to thank my father Recep GARİP and my mother Ayşe GARİP, who have stood by my side ever since I was born and stood me up when I fell, and never withheld their love and respect for me, and opened my mind and path of life with their ideas and thoughts. Many thanks to my sisters Tahire GARİP, Betül GARİP and my brother Ahmet GARİP for stealing from their time in order to particularly support me in this thesis.

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My son was one year old when I started writing this thesis and I specially owe him an apology for stealing about a year of his play time with me. Nevertheless, he is the one who gave me the courage to come up with and write about this idea, made me feel what a child is, how paradise belongs to me when he smiles and how beautiful it is to breathe in this life. So I thank my son, my “Pasha”, Bahadır KÖSEM very much for all that.

September 2015

Merve Kösem

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ABBREVIATIONS

AFCARS	: Adoption and Foster Care Analysis and Reporting System
CEDAW	: Convention on the Elimination of all Forms of Discrimination against Women
CRC	: The Committee on the Rights of the Child
CRPD	: Committee on the Rights Persons with Disabilities
CRIN	: Child Right International Network
DGM	: <i>Devlet Güvenlik Mahkemesi</i> (State Security Courts)
DRC	: Democratic Republic of Congo
EFA	: European Finance Association
ENSEV	: <i>Fiziksel Engelli Çocuklar Sağlık ve Eğitim Vakfı</i> (Foundation of Health and Education for Children with Disabilities)
ILO	: International Labor Organization
IPEC	: International Program on the Elimination of Child Labor
IOM	: International Organization for Migration
MDG	: United Nations Millennium Development Goals
OHCHR	: Office of the United Nations High Commissioner for Human Rights
OSCE	: Organization for Security and Cooperation in Europe
PTA	: Parents Teacher Associations
RTÜK	: <i>Radyo ve Televizyon Üst Kurulu</i> (Radio and Television Supreme Council)
SHÇEK	: <i>Sosyal Hizmetler ve Çocuk Esirgeme Kurumu</i> (Social Services and Child Protection Agency)
SNHR	: Syrian Network for Human Rights
TDK	: <i>Türk Dil Kurumu</i> (Turkish Language Association),
TÇEK	: <i>Türkiye Çocuk Esirgeme Kurumu</i> (Turkey Child Protection Agencies)
TÇYÖV	: <i>Türkiye Çocuklara Yeniden Özgürlük Formu</i> (Turkey Children Reautonomy Foundation)
TESK	: <i>Türkiye Esnaftı ve Zanaatkarlar Konfederasyonu</i> (Turkey Confederation of Tradesmen and Craftsmen)
TUIK	: <i>Türkiye İstatistikler Kurumu</i> (Turkish Statistical Institute)
UNCRC	: United Nation Convention on the Rights of the Child
UN.GIFT	: United Nation Global Initiative to Fight Human Trafficking
UNICEF	: United Nations International Children's Emergency Fund
UNESCO	: United Nations Educational, Scientific and Cultural Organizations
UNHCR	: United Nations High Commissioner for Refugees
UNODC	: United Nations Office on Drugs and Crime
WHO	: World Health Organizations
ZİÇEV	: <i>Türkiye Zihinsel Yetersiz Çocukları Yetiştirme ve Koruma Vakfı</i> (Foundation for the Training and Protection of Mentally Handicapped Children)

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ÇOCUK HAKLARI VE SİYASET DÜNYASINDA ÇOCUKLARIN İSTİSMARI

ÖZET

Çocuk kavramı yıllar boyunca farklı algılanmış ve değişikliğe uğramıştır. 18. yüzyılda ve öncesinde çocuk bir köle olarak görülürken günümüzde bu kavram daha düzgün hale gelmiştir. Özellikle Çocuk Hakları Sözleşmesi ile ülkeler tarafından daha çabuk benimsenmesine yol açmıştır. Bu durumda çocuk istismarı daha çok önem taşımıştır. Çocuklara yapılan şiddet ve şiddet çeşitleri geçmiş zamanlarda bilinmez iken yahut görmemezlikten gelirken günümüzde oluşturulan kurumlar sayesinde daha çok ortaya çıktığı ve gözler önüne serildiği görülmektedir. Dünya Sağlık örgütüncü çocuk istismarı ‘Çocuğun sağlığını, fiziksel gelişimini olumsuz yönde etkileyen, bir yetişkin, toplum veya ülkesi tarafından bilerek veya bilmeyerek yapılan davranışlar’ olarak kabul edilmektedir.

Bu çalışmada; çocuk, çocuk hakları, sözleşmenin tarihçesi, çocuk istismarı ve çocuk istismarı çeşitleri incelenmiştir. Bu istismar çeşitlerinin neden ve sonuçlarına bakılarak ülkelerde ne oranla uygulandığı hangi istismar çeşidinin hangi ülkede görüldüğü incelenmiştir. Bu durumda ülkemizde ve dünyada çocukların her türlü şiddetten korunmasına yönelik koruyucu ve önleyici politikalar, kurumlar ve hizmet modelleri

araştırılmıştır. Türkiye içerisinde nasıl bir sonuca ulaştırılması gerektiği ortaya konulmaya çalışılmış yoksulluk ve eğitim üzerinde durulmuştur. Bununla birlikte çocuk istismarını önlemek için neler yapılması gerektiği belirtilmeye çalışılmıştır. Bu çalışma sonucunda çocukları korumak ve iyileştirilmesine yönelik eğitim ve programlar araştırılmıştır. Bu programların amaçları ve faaliyetlerine bakılarak sonuçlar incelenmiştir. Bu durumda çocuk istismarından korunması için UNICEF, UNESCO gibi kurumların verilerinden faydalanılmıştır.

Anahtar Kelimeler: Çocuk, haklar ve istismar

CHILDREN RIGHTS AND ABUSE OF CHILDREN IN THE WORLD OF POLITICS

ABSTRACT

The concept 'child' has been perceived differently and has changed over the years. While a child was seen as a slave in and prior to the 18th century, it has become a more proper concept today and the Convention on the Rights of the Child in particular, has led to a more swift adoption of it by states. Child abuse has become more critical and while violence and its methods against children were unknown and ignored in the past, it is more exposed and spread by institutions created nowadays. Child abuse is defined by the World Health Organization as 'intentional or unintentional behaviors of an adult, society or a country that adversely affect the health and physical development of a child'.

In this study, children's rights, the history of the convention, child abuse and its types have been examined. These countries have been examined according to the rate and types of abuse applied in them by looking at the causes and consequences of abuses.

Protective and preventive policies, institutions and service models for the protection of children against all forms of violence in our country and around the world have been investigated. This study focuses on the basic reasons and solutions to child abuse in Turkey. Lack of education and poverty are the main reasons of child abuse in the country. To solve the issue of child abuse, the level of education should be increased and poverty should be eliminated. Education and programs aimed at protection and rehabilitation of children has been investigated at the end of this study and the results have been examined by looking at the objectives and activities of those programs. In this case, data provided by institutions such as UNICEF and UNESCO for the protection of child abuse has been used.

Key Words: Children, Rights and abuses

1. INTRODUCTION

The concepts of children, children rights and abuse have remained in the agenda for years. Especially nowadays child abuse has become a global issue. The concept of child has become the subject of a lot of interest, research and developing projects. Healthy birth, upbringing and educating children are firstly parents' problems. In the next step however, the state should extend a helping hand to the children and families who need the help.

In the first chapter of this study, a conceptual framework has been drawn and concepts like 'what child is', 'what rights are', 'why and how Convention on the Rights of the child emerged' will be discussed. The changes of these concepts over the years will be expressed by reviewing their history. In the second part of the study we will discuss child abuse, what abuse is, child abusers and types of abuse. In this frame it will be try to explain types of abuse by using detailed data and statistics and try to observe different countries positions in such cases.

In the third chapter, child abuse in the world will be discussed in general. Particular types of child abuse and the rates at which different types are practiced more in different countries will be shown. Furthermore, the emergence process of institutions approved by almost all states such as UNICEF, UNESCO, WHO; their mission, vision and activities from the past to present will be described. At the same time, it will be discuss some private or locally established institutions and we will try to emphasize on the significance of child abuse. In the conclusion it will be have tried to discuss the process from past to present, what has been done and what states and families should do. The statistics and data given in this study were obtained from official websites of institutions, many books, journals, theses and newspaper articles.

The last chapter of the study deals with the stage at which Turkey stands regard with child abuse. Using the statistics and organizations starting with the historical development in our country up to date, we will try to explain the developments. It will be discuss which areas have more child brides and how corporal punishment of children is seen as a means of public education and we the methods in which the state and media should explain to and educate people. This will be illustrated with examples of established institutions. This study investigates the ways to prevent child abuse. With focus on projects about improving education and eradicating poverty, it also looks into programs the governmental bodies such as the Ministry of Family and Social Policies has been conducting to deal with them. The aim of this study is to show that child abuse will be eliminated in Turkey if the issues of lack of education and poverty are solved.

2. RIGHTS OF THE CHILD

2.1 Theoretical and Historical Framework

2.1.1 Theoretical framework

The concept of child can vary from that of a psychologist or a lawyer to a teacher or a mother. According to the TDK *Türk Dil Kurumu* (Turkish Language Association), the word ‘child’ is defined as ‘a youngster son or daughter’ or ‘a son or daughter in terms of lineage’ (TDK 2014). A child is the developing, immature and minor offspring of a human being. Larousse dictionary defines ‘child’ as ‘one whose lacks intellect and is thought to be ingenuous’ (Demirkan, 2013).

The word ‘child’ is generally used colloquially to typify pettiness and in an insulting sense. In Turkish, children are ‘*velet, sabi, subıyan*’; Romans referred to children as “*infantes*” (*Qui fari non possunt* or meaning one who cannot speak), it is “*enfant*” in French, “*kind*” in German, “*child*” in English and “*bambino*” in Italian (Şahinli 2012, p.5). Meanwhile, although ‘family’ is defined as the smallest social institution, child is referred to by TDK as the smallest unit among spouses, and siblings (Şahinli 2012, p.5). Children are the most exploited group in the world.

According to the Convention on the Rights of the Child (UNCRC), age is precisely specified by saying ‘a child means every human being below the age of eighteen years unless under the law applicable to the child, majority is attained earlier (TDK, 2014). However differently the concept of ‘child’ may be used, the only commonly used thing is age limit. All individuals within a certain age limit are referred to as children. If one has to define ‘rights’, cost of labor, justice, spiritual authority arising from labor and what is allocated to one by justice or law will carry the meaning of earnings (TDK, 2014).

Even if children are given personal rights, it has been decided to create special rights for them. Because ‘child’ is a concept with 400 years of history¹. Children have been exploited differently in every century and from different aspects every year. The data given after 16th and 17th centuries are realistic due to certain documents found by social scientist, but it is said that the data given prior to those dates were based on interpretations. It is known that children were mistreated and even easily killed in ancient times and this was considered normal. According to Atilla Yörükoğlu, ‘traditions determine a child’s fate, not laws (UNICEF, 2014). In this case, though not as bad as the old times, the terrible history of children has not changed much today. Also, Yörükoğlu believes that after the birth and spread of Christians, although they started treating children better for the fear of God, their main objective is not to supervise, protect or save children. He believes that they fabricate the promise by God to reach paradise (Mumcu 2006, p.3).

In the Western society of middle-ages, Children dressed and ate like adults and on average, childhood ended at seven years of age. In ancient China, children were brought to show their respects to their parents. Those who insulted their parents were sentenced to death. In addition, killing girls was considered natural in China up to the twentieth century (Yapıcı, 2004). Again in Japan, the life or death of new-born babies was decided by the family council until the twentieth century (Mumcu 2006, pp.3-4).

At the same time, the children of this era were educated by corporal punishments and were punished like adult. There was no special punishment or legal system for children. A more moderate approach began with the emergence of Christianity and Islam. However, after a while, illegitimately born children were seen as a product of sin and ‘beating’ them was going to ‘save’ them. Even the death of children as a result of beating was regarded as salvation for them. ‘Exorcism’ entered most Western languages in that period (Naksali et al., 2005, p.378). In contrast to Christianity, children are not responsible for anything up to puberty in Quran and Sunnah. There are also verses and hadiths for those who are responsible to become parents (Sandalcı, 2010).

¹ For details see <http://www.baskabirokulmumkun.net/baska-ogretmenler-mumkun-gunlugu-3/>, 2008.

The concept of child began to emerge with the Renaissance in the West. These changes continued in the 19th century, but more serious changes started after the 20th century. John Locke was the first to say that beating had no place in education. Locke believed that the human brain is like a blank board (tabula Rasa) at birth and that education and training input into it form the character of the person². Furthermore, according to Locke, extreme harshness destroys the free nature of children. Also, a master-slave discipline will create a slave spirit in them. Aside from harsh treatment of children, being tough in educating will harm rather than benefit children, therefore the soul of a child should be understood (Naksali et al., 2005, p.380). The concept of child has been discussed more by philosophers, lawyers, scholars and educators such as Locke, Cornelius and Rousseau. Looking at researches in the context of history of childhood shows that the concept of childhood ends at a very young age. However, the nature of a child is social and variable. And it would be wrong to judge children in accordance with a specific time. While state ideology refers to an understanding of inherent dependencies, we witness five or six-year-old minors step into the world of adults (Salim 2011, p.6).

2.1.2 Historical background on the rights of the child

It is very important to have enough information about highly valued rights of children within the human rights of every mother, father and child. Additionally, the protection of children's rights is one of the world affairs today. Children's Rights, legally or morally inherent in all children around the world, is a universal concept to define rights of education, health, housing; as well as right of protection against psychological or sexual exploitation all in one. If children are abused, beaten and suffer violence in a society, that country and society are doomed to stay underdeveloped and even extinction. Children's rights is an issue that should be addressed in the concept of human rights. While human rights violations exist in many parts of the world today, those related to children are broader and growing, making it more difficult to intervene. According to Amnesty International, within negative factors such as labor exploitation, pornography, violence and illegality in underdeveloped and developing countries, children's rights violations exist in larger dimensions (Eslemnur, 2009).

² For details see <http://www.faqs.org/childhood/Ke-Me/Locke-John-1632-1704.html>, 2008.

Looking further back, some different movements emerged in the early twentieth century. These started with the idea that children have different rights from adults and that those rights should be recognized. Janusz Korczak, the Polish educator, was first to mention children's rights in his book called 'How to Love a Child' published in 1919 (Tan 1993, p.25). Children's rights movements have always drawn interest around the world since the establishment of the UN in 1940s. Although the date may vary in some countries, November 20 is accepted as Universal Children's Day or Children's Rights Day. April 23 National Sovereignty and Children's Day AMNESTY (2014) in Turkey started to be celebrated in April 1929. Four thousand children organized and demanded their rights from the Turkish parliament on that day. The first efforts to protect children started in 1924.

3. CHILD ABUSE

3.1 Child Abuse and its Impact in Politics

3.1.1 What is child abuse?

Children are the most important assets. They require protection, love and care and parents are obligated to fill in those requirements. They are little assets who need parents for protection. In order for a society to advance and develop, the epiritual, physical and environmental aspects of children are very important in their growth in a socially happy habitat. The word ‘abuse’ means exploitation, maltreatment and taking advantage (Şener 2003, p.326). Child abuse is the consequences of damages caused by parents, caregivers or babysitters, or by their neglect or ignorance (Uçar, 2014).

These consequences include all kinds of mental, physical, sexual and health damages to children. Furthermore, according to the World Health Organization, child abuse is defined as damage to a child’s overall quality of life, health, development, trust, accountability and skills (UNICEF, 2010). Child abuse is, in general, a serious medical, legal, developmental and psychosocial problem. This has negative effects on the child’s growth and development from all perspectives.

Although some evidence against child abuse has been reported for many years, mankind has only taken action on this issue in the past century. Maltreatment of children has a history as old as the history of mankind and full of as many uncovered problems as revealed ones. The issue was mentioned in Hugo and Dickens’ novels before it was first identified by Tardieu (Kazez, 2010) in medical literature in 1860.

Later in 1946, the issue was raised again when Caffey emphatically related chronic subdural hematomas and long bone fractures to child abuse (Ayvaz and Aksoy 2014, p.27). The term ‘battered child’ was used for the first time by Kempe in 1962 and later replaced with the term ‘child abuse’. The most significant development, however, was the implementation of the United Nations Convention on the Rights of the Child in 1989. Turkey is also a member of this convention. Child abuse is analyzed in four main types: physical, sexual or emotional maltreatment or neglect of a child or children.

3.1.2 Types of child abuse

3.1.2.1 Physical, emotional and sexual

Physical abuse, in general, includes non-accidental injuries or injuries caused due to lack of enough observance by a child’s family (Bahar and Savaş 2009, p.56) and it is known to be the most common type of abuse. Moreover, this non-accidental trauma occurs when parents lose control during punishment of a child. Cases of physical abuse include hitting, kicking, pinching, burning, biting, violently shaking, covering the mouth or trying to suffocate, slapping, etc. Thousands of children are thought to be subjected to physical abuse by their parents or their relatives every year. Beating children is one type of child abuse which is considered a normal behavior in some regions in Turkey. ‘Beating comes from heaven’, ‘one who does not beat his daughter, will beat his own knee’, and ‘a rose will sprout from the spot where a *teacher* has hit’ are examples of our proverbs (Bahar and Savaş 2009, p.56).

The consequences of physical abuse also need to be addressed. Children who experience this form of abuse suffer from lack of social functioning, have difficulty in establishing close relationships and have relationships with less emotional intensity and filled with anger and abusive behavior (Pelcovitz et al. 1999, pp.1214-1222). The consequences of physical abuse can be divided into two classes as the short and long-term.

The short-term consequences of physical abuse can be bruises, wounds and fractures and the long-term ones may be nightmares, anxiety and fear, running away from home, unhappiness and being jealous of someone else's happiness, passive behavior, becoming asocial, substance abuse, trust issues, failure in school, aggressiveness, tendency towards violence, anger and sense of vengeance, etc.

Emotional abuse, given in Table 3.1, is another form of abuse as common as physical abuse, which is, in general, psychologically harming a child verbally. According to Kara, emotional abuse is to psychologically damage children and youngsters according to social and scientific standards by exposing them to attitudes and behaviors that affect them or to deprive them of the attention, love and care they require (Kara, Biçer & Gökalp 2004, p.143). These usually create two foundations. The first is to negatively get affected by their parents or caregivers, and the second is to be deprived of the love and affection they need. Regardless of the frequency of this type of abuse, it is difficult to identify. In fact it is a phenomenon that gathers other forms of abuse under one roof like an umbrella. Emotional abuse not only occurs by itself, it also accompanies physical and sexual abuses whenever they happen and its effects can continue even after the effects of the other forms of abuse disappear (Ersanlı, Yılmaz & Özcan 2013, p.147). The main reasons are rejection, humiliation, leaving a child alone, intimidation, using a child for self-interest, leading a child to crime, refusing emotional response, giving a child adult roles prematurely, etc.

Table 3.1 : Types of emotional abuse

Types of emotional abuse	number	%
do not show love	116	81.1
to shout and chide	111	77.6
to leave alone to child their home	51	35.7
to horrify	48	33.6
to threaten	38	26.6
to bad words	38	26.6
to ostracize at home	19	13.3
to lock child in	12	8.4
to bind their hand and feets	3	2.1

Source: Nuran Güler, <http://eskidergi.cumhuriyet.edu.tr/makale/204.pdf>, 2002.

Emotionally abused children often lack confidence and love are nervous, get estranged from their family or emulate other families, developed addictive personalities, have aggressive behaviors, are not able to adapt, are asocial, and develop a sense of worthlessness. Therefore, it is necessary to know that saying bad things to children does not make them better people; on the contrary, it makes them even worse.

This type of abuse is inflicted by close environment and even by parents. Statistics show that 53.8% of mothers slap and 23.1% of them beat and pinch their children (Güler et al. 2002, p.130). Sexual abuse is defined as forcing or persuasion of a child by an adult into sexual interaction, or according to Owayolu, the use of a child by an adult for sexual stimulation and satisfaction, as a sex object in crimes such as pornography, and in forced prostitution. It includes a wide range of behaviors such as touching genitals, exhibitionism, and pornography and rape (2007, p.17). This type of abuse is usually hard to detect and sometimes unveiled. These behaviors occur verbally, by touching or rape and the perpetrator is either completely unknown to the victim or someone they know very well. Usually 30% of child victims are 2-5, 40% 6-10 and 30% of them 11 to 17 years of age. The rate of female victims is three times higher than male victim. In addition, 70% of the victims are young children. According to another finding, 96% of *perpetrators* are men. 80% of whom are familiar to the victim. Child victims usually keep silent with threat or fear of punishment. And they are also silenced by a gift from the abuser. Parents should be careful not to consider a child's story of abuse a product of imagination and they should listen to him/her like a human being.

They should definitely recover the child from this situation as soon as possible and notify the police immediately. About 77% of sexual abusers are family members, 11% other relatives, 5% individuals unrelated to the care of the child and 2% those dealing with the care of children. A list of general characteristics of child victims of sexual abuse would be conduct disorder, anxiety, depression, suicidal tendency, low self-esteem, insomnia, thinking about the same events, nightmares, anger explosion, aphasia, fear, and sexual identity disorder. It is also very important to mention what needs to be done for the safety of children (Ak, 2013). This is summarized as:

Teach them:

How to Safeguard their Body,

Your trust in them,

To Ensure their Safety,

Not to talk to strangers,

How to Say No,

To refuse to be touched,

That some events should not be kept a secret,

First of all, how much you love and believe in them,

In order to minimize and even end such situations, families should gain knowledge and teach their children about these issues.

Article 103 in Turkish Criminal Code (Law No 5237) (Ak, 2013):

- (1) Child sexual abuse, the man who, over three years to eight years shall be punished with imprisonment. Sexual abuse statement;
 - a) fifteen years on completion or completed, but the ability to detect the meaning and legal consequences of the verb undeveloped children with all kinds of sexual conduct performed against,
 - b) Other kids just algebra, threat, deception or based on another reason influencing will in sexual behaviors that are performed, understandable.
- (2) The introduction of an organ or other body to the body of sexual abuse through the fifteen years which, in the case of the realization of eight years to be convicted to imprisonment up to.
- (3) Sexual abuse, second or third degree blood kin, adoptive father, adoptive, guardian, trainer, tutorial, caregivers, health care providers, or other persons in the obligation of protection and supervision provided by the service or by relationship to penetrate through the realization of this allows for abuse, according to the above provisions shall be given the penalty is increased by a half-percent.

(4) the first paragraph of sexual abuse), (a) subparagraph shall use force or threats against children in the realization of the above paragraph shall be given in accordance with the penalty in half is increased in proportion.

(5) Sexual abuse referred to the crime of intentional injury violence and algebra to be heavy consequences in the event of intentional injury crime provisions also apply.

(6) As a result of the body or of the victim of the crime, the corruption of mental health through, for not less than fifteen years of imprisonment to become a judge.

(7) To enter a vegetative state or the victim of the crime causing the death, in the case of aggravated life imprisonment to become a judge.³

3.1.2.2 Neglect

Not to meet the requirements necessary for the health, physical and psychological development of a child is called 'neglect'. According to the clear definition by Kara (2004, p.144), negligence occurs when those responsible for the vital needs of a child such as nutrition, health, shelter, clothing and protection, or more broadly the government, which includes establishments such as health care, educational, social welfare and security, do not meet those requirements. According to the World Health Organization (WHO, 2014), neglect refers to the following:

Failure of a parent to provide for the development of the child – where the parent is in a position to do so – in one or more of the following areas: health, education, emotional development, nutrition, shelter and safe living conditions.

In fact, while abuse and neglect are very similar, the former is more an active case of exploitation but the latter is known as a passive phenomenon. General forms of these cases are: making a child work, physical violence, leaving a child unprotected, child pornography, not looking after a child, not meeting the medical needs of a child, not meeting the emotional needs of a child, sexually harassment and rape of a child, verbal

³ For details see <https://www.feritbarut.av.tr/cocuk-cinsel-istismar-tck-5237.html>

maltreatment of a child etc. Although child neglect is as common as child abuse, the impact is not as huge to draw much attention. This, however, does not mean that it is negligible. Neglect of a child can be considered in three cases: physical, educational and emotional (Zara, 2013). Physical illness, weaknesses in development, abnormal growth and constant sickness are indicators of physical neglect. Emotional neglect is of verbal type. It is constant and direct scolding, cursing, rejection and intimidation of a child by an adult. Extreme protection also belongs to this type of abuse. Educational neglect is to deprive a child from education and it can be seen as not sending a child to school in order to force him/her into labor and not take the necessary steps for his/her success in education. Disorders seen in neglected children are: Goods and substance abuse, developmental delay, behavioral problems, learning difficulties, health issues leading to death, sense of loneliness and vulnerability, tendency to create health problems in order to draw attention, continuous physical problems, failure in communication with peers and surroundings, food hoarding disorder.

3.1.2.3 Internet and television

Usually, there are computers where people work and this means working exposed to radiation. The internet is a great source of entertainment that appeals to children as much as adults. It is also a resource for communication, information and education. Although, from one point of view, using the internet so much is beneficial, it carries a risk factor for children. Between 25 April and May 3, 2006; Radio and Television Supreme Council (RTÜK) Public Opinion Broadcast Research and Measurement Department conducted a survey in 17 provinces with 1719 primary school boys and girls between 7-14 years of age and indicated the purpose for which children used computers (Ateş 2011, p.127). Illegal sites, access to sexually or violently explicit content in videos, and contact with dangerous individuals are among the biggest risks of the internet. Table 3.2 shows a research on computer usage by children and the purposes.

Table 3.2 : Computer usage by children and purpose

Computers used the by children and its purpose	AGES			
	7-10		11-14	
	Number	%	Number	%
Game / Fun	27	7.1	19	4.4
for study	200	52.5	293	68.6
Internet	283	74.3	281	65.8
Chat	48	12.6	95	22.2
I don't use computer	16	4.2	60	14.1
E-mail	13	3.4	21	4.9
Other	42	11	31	7.3

Source: GÜLER, Nuran, UZUN, Sultan, BOZTAŞ, Zeynep, AYDOĞAN, Sevinç 'Anneleri Tarafından Çocuklara Uygulanan Duygusal ve Fiziksel İstismar/İhmal Davranışı ve Bunu Etkileyen Faktörler', Cumhuriyet Üniversitesi Tıp Fakültesi dergisi, cilt.24, sayı.4. see details: <http://eskidergi.cumhuriyet.edu.tr/makale/204.pdf>

According to a study conducted in the US, 22.2% of the 76 million computer users aged 3 and above use the internet and one fifth of children with home computers use the internet. Children and youngsters between 8 and 18 years of age spend an average of eight hours per day using information and communication technologies. 74% of girls aged between 12 and 18 are said to spend a large part of their time texting in chat rooms or emailing (Demirkan, 2009). Children can be exposed to physical, social and psychological violence by using the internet. Therefore, it is how they use it rather than how much, for people who do not obey laws against drug and sexual contents and terrorism use the internet for propaganda purposes and thus abuse children. It is known that children are often deceived through the internet. 25 million children are believed to spend time on the internet and child abuse via the internet has quadrupled compared to 2003 (Demirkan, 2009). Internet Watch Foundation has identified about 10,700 individual Internet addresses on 3,000 sites containing child pornography content and said that about 80 percent of the children in the abusive images are female, and 91 percent appear to be children under the age of 12.

They also reported that while three in five child pornography Web sites were hosted in the U.S., while a third were based in Russia, one site has been reported 54 times since 2000 and has been found using seven different servers in various countries (Hürriyet, 2014). Another known fact is that there are two billion internet users worldwide and more than one billion of them are members of social networking sites. In Turkey, children are thought to start using computers at the age of eight, while the average age is nine elsewhere in the world (Demirkan, 2009). Such statistics unfold how wrong dealing with kids is. Information and Telecommunications Monitoring units of Turkish security forces shut down access to 23 thousand porn sites based on complaint in 2010. Fifteen thousand of them were child pornography sites. An interesting detail is that, based on reports from the German, Dutch, Canadian, American and Swiss Interpol, 160 Turkish citizens were summoned to court for watching, downloading and sharing child pornography in Turkey. Security forces confiscated three million child pornography CDs in 2009 and 500 thousand in January 2011 only. There are 6 thousand unsolved files of missing children ranging from three to 14 years old at the police and gendarmerie. 1750 of those files are active and being pursued for conclusion (Söylemez, 2011). Looking at these statistics, one of the biggest problems is as follows: Children often spend time on the internet to play. However, there are many games filled with violence, murder and sexual contents that most children are playing nowadays. In addition, another major problem is entering chat sites by pretending to be older than they are and looking at sites with illegal sexual contents.

These are all indications of child abuse. Although very obvious, there are things to do and this responsibility primarily falls on parents. Parents should introduce children to the internet at a certain age and also show them how to use it. In addition, illegal websites as well as games and sites that contain violence should be prevented and there are many programs for this purpose. The same thing can be said about television. If not as dangerous as the internet, television also has something to do with child abuse. Television today is one of children's favorite means of entertainment. Children can pass hours watching television. In fact, they spend more time on TV than the internet. It creates both physical and mental problems on children's lives.

It can lead children to obesity, cancer, autism, early puberty and many other complications, make them offensive, indifferent to the problems of others, become rebellious, and develop fear in certain events in the environment. Furthermore, studies state that there is a negative relation between language development in pre-school children and television viewing; it is said that the vocabulary knowledge is much higher in children who do not watch television than those who do. Hence, it can be said that TV prevents language development (Evra 2009, p.59). All is related to children's spending a lot of time watching violent and sexually explicit movies and series on TV. In fact, today cartoons contain too much violence. Even according to Elkind, children mature earlier "nowadays". Because a child whose life is unrelated to reality until entering school is totally lost. A part of children's minds are occupied by computers, television, computer games and movies until they start school and they detect the knowledge they obtain from school by changing it from time to time (Ateş 2011, p.32). Not fully understanding what 'bad' is, a child could misunderstand a friend's joking or taking something from him and thus attribute this to a 'bad' thing and want to punish the friend for this. Indeed, there are news reports on TV about children accessing their fathers' weapons and injuring or even killing friends. It is useful to also mention TV advertisements. The reason is children, even babies taking part in advertisements. The use of children in ads related to diaper, wet wipes or nasal congestion is another example of child abuse. Casting children without their consent is also a kind of abuse.

One of the controversial commercials recently was an ad by children's clothing brand Venice (2014) advertising cheap clothes for kids which was a subject of debate by many people on media that forced them to change the ads. It is important not to ignore the impact of the media. In fact, when talking about television and advertising, media comes first. According to a study conducted in the United States, with the impact of innovations made possible by technology, children aged 8-18 spend 7 hours 38 minutes a day watching TV, and they also spend 10 hours and 45 minutes per day using more than one medium simultaneously (Ateş 2011, p.33). Therefore, child abuse has become a big problem in both developed and developing countries.

The United Nations Human Rights article 36 of Universal Declaration obligates all state parties to protect the child against all other forms of exploitation prejudicial to any aspects of the child's welfare (Ateş 2011, p.13). The advancement of technology has improved the media which has become an indispensable part of children's life. No matter how many useful media like television, radio, magazines, the Internet and social networks there might be, they contain broadcasts and applications that can cause children to tend towards crimes. Violence broadcast on media is believed to lead children to commit offenses. These in general can be listed as leading children to exhibit aggressiveness with violent contents, encouraging sexual intercourse at an early age, contents that encourage the use of alcohol, tobacco and illegal drugs, and internet addiction cyber bullying.

3.1.2.4 Poverty

Poverty is the state of not having sufficient income to meet all or a large part of the basic daily needs. Poverty is the leading cause of many predicaments such as lack of earning enough money by some families, not being able to bring home enough food supplies, inadequate nourishment, illiteracy and difficulties at work. Although some families are responsible for these issues, the main reason is lack of help from the government and rich people. So, should it will be name the basis of this problem. The responsibility of the state in this regard is much more than others. However, the problem will not be solved by looking at only one side; it will even worsen. Poverty hits children the most.

According to UNICEF (2014), there is no definition that can measure all the effects of child poverty on the physical, cognitive and emotional development of a child. Children who meet with poverty in the womb are born physically unhealthy. Children growing up in poverty face more problems such as lack of education, health problems, drug addiction, child pregnancy, child marriages, unemployment and crime. Poverty generally starts with crowded families with only one working parent and illiterate heads of the family. The data published by the World Bank on poverty mentions how much children are affected. According to the report, 400 million of the 1.2 billion people living on less than the equivalent of 1.25 dollars a day are under 13 years of age. Statistics seem to generally indicate serious improvement in developing countries.

The general trend in reduction of world poverty does not apply to the countries of the southern and central parts of Africa, where 35 percent of the population are struggling with poverty and women and children are most affected. Poor population in South African south countries has increased by 103 million in the last 30 years. The worst poverty stricken country in the world is India, the world's second most populous country. The country, where almost one-third of its population are impoverished, has great impact on global statistics. Poverty is reported to be more common in rural areas. While 78 percent of the poor in India live in rural areas, this figure is around 58 percent in developing countries. In the poorest communities the rate of women is higher than men. While 33 percent of the impoverished population in developing countries are children, they account for half of the poor in underdeveloped nations (Evrensel, 2013). Kids are not just born in an unhealthy manner or work hungrily on the streets. This poverty first introduces their tiny bodies to illnesses and then to death. According to the UN, 6.6 million children died in 2012 before reaching the age of 5. Most of these deaths appear in African countries. Countries like Nigeria, Congo, India, Pakistan and China are on top of the list. Children usually come to the world with malaria, pneumonia and diarrhea. 6 million farewell to life before starting it (World Bank, 2014). According to the World Bank (2014), National Poverty rate is the percentage of the population living below the national poverty line. National Estimates are based on population-weighted subgroup estimates from house hold surveys; especially in Turkey.

Child labor

According to the first article of children's rights adopted by Turkey and many other countries of the world, a child is anybody below the age of 18 years and thus, 'child labor' is the state of all children under 18 working at any job (Avşar, Öğütoğulları 2012, p.3). And this means a violation of the United Nations Convention on the Rights of the Child. Children working in farms, alongside artisans or craftsmen, in industry or on the streets, all fall into this category. Employing children 15-18 years of age is called young labor and the recruitment, hiring and employment of those under 15 is called child labor. Child labor, in general, can be defined as harming children's bodies and development in unsuitable and hazardous environments.

It means endangering their physical or mental development. Employment of children under 15 cannot pacify the fact that they are being neglected and abused. According to the United Nations Declaration of the Rights of the Article 9; 'Children must be protected against all forms of exploitation, neglect and shall not be the subject of any form of trade. Children shall not be: employed before an appropriate minimum age, forced or allowed to get a job that will jeopardize his or her health or education, obstruct his or her physical, mental or moral development (Çocuk Hakları, 2014). Yet, there are so many countries that do not comply with this principle; children in countries such as India and Somalis are known to live in immense distress. 55 child workers died in Turkey in 2013 and the country also faces with the fact that 960 thousand children work inside its borders. This problem continues to a certain extent in Turkey, regardless of signing the UN Convention on the Rights of the Child. The terrible reality is worse in countries that have not signed the convention. The US and Somalia are the two countries that have not signed the treaty. The real causes of child labor are: economic, social, family related, or in some cases rooted in the governing state (Günöz 2007, p.13). Destitution and poverty are the top economic causes of child labor. Earning too little to provide for their families often leads children to work. Or when a child is orphaned or parentless, and is not looked after by anyone, he or she will first try to live in misery and later get pushed into petty theft or work.

The source of social causes is generally the society itself. It is the act of society based on certain criteria formed in that society. For example employment of children at an early age in some areas comes from the idea that they would gain self-responsibility by working. The logic formed here is that if children are left idle, they will not be successful. Children are put to work early in order to help the family financially or because it is thought that they should learn a trade. It will be say that family related causes are big problems occurring in the family. While everything is normal, a sudden crisis or bankruptcy of a business may cause child labor. The death of a parent is also another reason for children to take on this burden. Disasters such as floods, earthquakes and fire can also result in child labor (Günöz 2007, p.30). Finally, getting to the reasons of child labor stemming from the state, primary education is compulsory in Turkey and although primary schools are free of charge, there are extra expenses such as fuel,

services, textbooks, notebooks and photocopies that could still be difficult for a minimum wage worker to afford. Consequently, most children are forced to work at heavy duty jobs in the summer in order to earn their school-year expenses. Some children are compelled to quit school. It is necessary for the government to identify the causes and eliminate the constraints. The state should make the necessary investments on schools and provide each and every child with proper education. Restrained families should be identified and necessary investments should be made on schools in behalf of the children who should also be constantly monitored, for the government needs to make sure that the help is applied directly to those children. Because of the help that is needed to see that the state did apply directly to children. Smart kids in this case can be scholarships. It is observed that the drawback (Avşar, Öğütoğullar 2014, p.14) of child labor and the strain it causes for children affects them physically, psychologically, socially and morally, and harms them immensely. Some dangerous or difficult jobs leave permanent injuries in children's body, hinder their development and damage them psychologically, disrupt their education and put them in danger, because they are not with the family.

International Labor Organization (ILO)

Founded in 1919, the International Labor Organization (ILO) is a specialized United Nations agency pursuing the promotion of human rights, social justice and labor rights (ILO, 2013). Turkey became a member of the ILO in 1932 and the ILO Office in Ankara was opened in 1976. Respect for human rights, decent working conditions and adequate living standards, employment opportunities etc.; these are the basic elements of social justice ILO (2013) is striving to provide workers with wherever they are. "Any country adopting humane conditions of labor will create an obstacle to other countries that desire to improve in their own conditions". Improving working and living conditions is among the aims of ILO. The International Labor Organization (ILO) launched a program for the elimination of child labor in the world in six countries in 1992. Turkey was one of those six countries. Turkey joined ILO's 182 treaty named 'emergency action plan', adopted in 1999, to eliminate the worst conditions of child labor in the world and thus employment of children under 15 was banned in Turkey. In 1999, there were nearly 2

million child workers in Turkey. Today, this figure is around 900 thousand (ILO, 2013). However, this figure should not be considered to be too low.

The world figure is very scary. We live in a period when the number of working children has reached 306 million. According to ILO data, 250 million children, two-thirds of whom live in Asia, are working under very bad conditions. 120 million of the 250 million child laborers 5-14 years of age in developing countries are working full-time., 61 percent of these child laborers are in Asia, 32 percent in Africa and 7 percent in Latin America. Usually employed in agricultural sectors in rural areas, these children are looked upon as investment tools by their parents. According to the IPEC, two-thirds of working children are boys (ILO, 2013). The majority of the kids employed in Asia, mostly Asian, are used in sex trade, vulnerable to traumatic and transient diseases. Despite their small size, Asian children also do hard labor in hazardous jobs such as glass and brick construction as well as in mines. The exhausting labor in the agricultural sector in Asia is also undertaken by tiny shoulders of children. According to the ILO researches, in addition to child sex trade and factory labor, children are also mercilessly used in begging, armed-robbery, house work and in opium and heroin trafficking. In this contemporary slavery system, the families of the children used in brick-making and sex traffic are usually debited by bosses. These tiny workers put in more hours than adults.⁴

Rescue Projects: ILO, UNESCO, UNICEF, the United Nations (UN) and the World Health Organization (WHO) develop joint projects and collaborate with state and civil organizations in order to make governments take measures against child labor and draw the attention of the public. For this purpose, the ILO launched *International Program on the Elimination of Child Labor (IPEC)* 10 years ago, freed child workers from workshop owners in Nepal, sex traders in Thailand, brick manufacturers in Cambodia, and then provided those children with education opportunities (Ekşioğlu, 2013). Looking at these statistics shows that mere presentation of solutions is not enough. Solutions should be applied immediately and constantly monitored. Specific campaigns should be carried out, the problem of unemployment should be eliminated, working children and children

⁴ For details see <http://www.ilo.org/global/topics/child-labour/lang--en/index.htm>

should be identified and given direct support, and if necessary families should be given support and they should be illuminated that children's education is important, not their work.

In fact, the government should improve the economy and identify income inequality, and instead of making the rich richer, identify the poor and provide them with necessary support and employment. This may require a lot of effort and time, but these steps are important for the growth and development of the country and formation of a healthy society.

Street children

According to UNICEF, many street children are not kinless; the nature of their family ties leads them to either help their family budget by working on the streets or to run away from home. Street children may have been beaten or experienced violence at home, or run away from home because they were forced to work on the streets.

This problem is present all over the world, but particularly seen more in underdeveloped or developing countries. The dimensions of this issue are much larger in Latin America, Asia and Africa. The top causes that push children into the streets are poverty, disintegration of the family for any reason, neglect, abuse, abandonment and social unrest (Garip 2007, pp.30-31). It should be noted that street children are actually more in danger than dangerous. While working on the streets, some have to meet organ mafia. Some get sexually abused, beaten and harassed, generally by the closest and most trusted people. When asked about their worst experience on the streets, 40% of them say they were beaten, 20% sexually harassed and 12% stabbed. 74% of street children make a living by asking people for money, 20% by theft and 4% by selling paint thinner (Garip 2007, p.34)

However, it is stated in Article 32 of the Convention on the Rights of the Child (UNICEF 2013) that "the right of the child is to be protected from economic exploitation and from performing any work that is likely to be hazardous or to interfere with the child's education, or to be harmful to the child's health or physical, mental, spiritual, moral or social development". In addition, articles 12 and 13 of the Convention state that "the child who is

capable of forming his or her own views shall be given 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”.

According to statistics, “12.26% of children working on the streets are aged 13-15 years; 40 out of every 100 street children prefer to live on the streets due to the physical and sexual violence they have experienced at home; those 3-7 years old came out of very low income households; and according to a survey on street children, 30% of children who experience domestic violence have a step-parent; 85% of them smoke cigarettes, 65% sniff glue (Bali in Turkish) and paint thinner, use pills or stimulant drugs such as cannabis; 41% join street gangs, 82% carry cold weapons, 43% of them have suffered physical and 54% sexual and emotional violence (Verimli, 2010). Providing rehabilitation environments to protect and arranging social and cultural activities appropriate for their ages could be precursors in operations done for street children (Garip 2007, p.87) Above-mentioned theme is one of the projects to save street children in Turkey. Nearly 700 million young people are living on the streets. Some of the institutions established to provide support to children around the world are Street Kids International, Street Child, Amani Children's Home, UNESCO, UNICEF, the World Childhood Foundation, European Federation for Street Children ... etc. Some organizations founded inside Turkey are; Hope Children Association, the Foundation of Street Children in Turkey, Turkey Children in need of Protection Foundation, the Children of Future Foundation, etc.

Orphans

In Turkish language, ‘*Öksüz*’ (motherless) and ‘*Yetim*’ (fatherless) are two distinguished words for ‘single orphan’. Even if these words have not disappeared from the Turkish literature, they are also used to refer to children who have permanently detached from their parents. Orphaned children today suffer the most from abuse. This also includes children with divorced parents, for they do not have a mother or father to back them and generally, abusers take advantage of this handicap. Major causes of children being orphaned are wars, invasions and civil wars, natural disasters and droughts, poverty and accidents, and incurable diseases such as AIDS. Out of the one billion population in

Africa, 82 million children are orphaned or abandoned, and 30% of those were orphaned due to AIDS only (Timeturk, 2012).

This constitutes a very significant rate. There are going to be orphans as long as there are wars in the world. And war is not the only cause; millions of children are orphaned due to natural disasters, starvation or diseases. According to information provided by UNICEF, the number of orphans in the world is estimated at about 200 million, and about 10 thousand children are orphaned every day, which adds up to 3.5 million per year. These data do not include 52 countries. China, Somali and African countries are excluded. By adding 6 million abducted children per day and 2.5 million children sold per year, figures become frightening. Again, according to UNICEF data, the number of orphaned children in the world will reach 400 million in 2015 and as long as wars, hunger and diseases continue, this figure never seems to be reduced (2014). Each year 2.1 million children are orphaned in Africa. Every 15 seconds an African child becomes orphaned due to AIDS. It is estimated that only in Iraq there are 5 million orphans and 2 million widows. There are over 300 thousand children fighting around the world. It is estimated that approximately 2.5 million children are abducted and sold each year. Kidnappers are not only from organ mafia and prostitution rings; missionary organizations also abduct children. French organizations that had abducted 103 children from Chad were caught in 2009. Every day 3,000 children are abducted and forced into prostitution. Every day, about 40 thousand children become unattended for exceeding age limits for state protection.

In Russia and Ukraine, 10-15% of orphan children commit suicide before reaching the age of 18 years, 15% of them are imprisoned and 30% become homeless. Unfortunately, most of these children get dragged into drugs, drinking and prostitution, are prone to commit crime. There are 82, 89 and 13 million orphans in Africa, Asia and Latin America respectively. However, it is estimated that by adding countries like China, Iraq, Myanmar about which no statistics are available, those figures can be doubled. 60% of orphan children never obtain any education (Timeturk, 2012).

There are many institutions established for orphans. Some of these institutions are: SOS Children's Villages, Worldwide Orphans, CKNW Orphans' Fund, the Coptic Orphans, Food for Orphans, Orphans World, etc. Some of the institutions in Turkey are: World Orphans Foundation (DÜNYEV), Darüşşafaka, IHH, Social Services and Child Protection Agency, Turkey Protection of Children in Need Foundation (TKMCV), Happy Family Happy Life Association, KIMSEV - Orphans and Vulnerable Children Foundation, etc.

Statistics on Children

Worldwide, SOS Children's Villages operates over 500 Villages in 133 countries where we raise over 80,000 children. Through our many education, family strengthening, medical, and community outreach programs, SOS impacts the lives of over 1 million people every year⁵.

- It is estimated that 153 million children worldwide, ranging from infants to teenagers, have lost one or both parents (UNICEF).
- HIV/AIDS has orphaned 17.9 million children, most of them in Sub-Saharan Africa and Southeast Asia (UNICEF).
- Over 7 million children are in institutional care worldwide (Save).
- One in five children living in developing countries is severely underweight (World Bank, UN).
- Over 1 billion children suffer from at least one form of severe deprivation of basic needs such as water, food, and sanitation (SOS).
- 19,000 children under the age of five died every day in 2011 (UNICEF).

⁵ For details see <http://www.sos-usa.org/our-impact/childrens-statistics>

- 22 million children are refugees or internally displaced, forced to flee their homes due to violence or natural disaster (UNHCR).
- Over 1 billion children live in countries affected by armed conflict (UNICEF).
- 67 million children of primary school age do not go to school (UNESCO).
- Children suffer from domestic violence everywhere. On every continent, households report domestic violence against children at rates ranging from 20 to 60% (UN DESA; UNICEF).

Africa:

In Sub-Saharan Africa 1 out of 9 children dies before the age of five (UNICEF).

- Sub-Saharan Africa has the highest risk of first-day-death for infants, and is the region showing the least progress towards ending infant mortality (UNICEF).
- Malaria is a leading killer of children under five in Africa, leading to over 600,000 deaths in 2010 (UNICEF).
- In Egypt, 9 out of 10 children at our SOS Villages were born out of wedlock and abandoned (SOS).
- In Zimbabwe, 66% of children in SOS Families have lost both parents (SOS).
- The highest youth unemployment rates are in the Middle East and Africa, where one in four young people cannot find work (ILO).

Asia:

- Asia is home to the largest number of orphaned children in the world; 60 million, at last count (UNICEF).
- 30 million children in East Asia suffer from at least one severe deprivation (UNICEF).
- In the Russian Federation alone, 140,000 children with disabilities live in institutional care (UNICEF).

- Under-five deaths are increasingly concentrated in Southern Asia – India and China are two of the countries with the highest rates of early childhood mortality (UNICEF).
- Almost 30% of neonatal deaths occur in India (UNICEF).

Latin America:

- 7.5 million Girls are married before age 18 in Latin America and the Caribbean (UNICEF).
- There are 10.2 million orphaned children in Latin America, 5% of all children in the region (UNICEF).
- Women and children are especially vulnerable in Latin America; underage minors represent 50% of people living in extreme poverty (World Bank).

USA:

- There are over 120,000 orphans in America, while another 400,000 children live without permanent families (HHS; AFCARS).
- It is common for children in foster care to age out, leaving them with little financial or emotional support. 27,000 children age out of the system every year (AFCARS).
- Almost 25% of youth aging out did not have a high school diploma or GED (University of Chicago) (SOS n.d.).

3.1.2.5 Violence

Violence is the use of power or force by an individual or group that causes physical injury or mental damage. Forms of violence could be outbursts of anger, hitting or pushing, forcing to move, making one suffer physically or psychologically, brute force, torture or assault. In short, it is subjecting a person to physical and psychological brutality. According to the World Report on Violence Health, violence is defined as "the

intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community that either results in or has a high likelihood of resulting in injury, death, psychological harm, development or deprivation' (Doğan, 2013). Types of violence can be listed as: physical, economic, emotional, verbal and sexual. People in general inflict violence on those weaker than themselves. According to Article 19 of the Convention on the Rights of the Child (UNICEF, 2014):

States Parties to this agreement shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child.

Such protective measures should, as appropriate, include effective procedures for the establishment of social programs to provide necessary support for the child and for those who have the care of the child, as well as for other forms of prevention and for identification, reporting, referral, investigation, treatment and follow-up of instances of child maltreatment described heretofore, and, as appropriate, for judicial involvement (UNICEF, 2014). Nevertheless, today violence is exceedingly inflicted against children. While generally seen in families, violence is also seen at school and among friends. The exposure of 46% of Turkish children today can result in their substance addiction, implementation of violence in their own lives and the belief that nothing can be done about it. Verbal abuse is the excessive use of language to undermine someone's dignity and security through insults or humiliation, in a sudden or repeated manner. Verbal violence is the use of language to humiliate, harass and threaten or downplay valued things to others (Güler et al. 2002, pp.132-133). This is actually psychological violence as well. Humiliating and making fun of children wounds them. When orphaned children are ridiculed, or called spoiled and lazy by their teachers, they become agonized, unconfident and hopeless about their future. Emotional violence is behaviors such as deprivation of love, indifference or rejection. According to Dr. Nakajima (2014), emotional violence is: verbally, socially, financially and sometimes through physical

pressure, keeping someone under control by frightening, humiliating, threatening, constantly criticizing, blaming, insulting or never being satisfied with someone.

Many people inflict violence upon other. It is not done just by parents; one can be exposed to this type of violence by teachers, friends, neighbors or even strangers. Nakajima (2014) believed emotional violence to be distinct from physical violence, which strikes the heart instead of the face, breaks feeling instead of bones, and rocks the ego instead of the brain.

Economic violence is a condition that can occur in families suffering financial difficulties. It can occur when one is unable to earn enough money for the family and to take his anger out on his children, force them to work and spend the scarce money earned on habits like gambling and alcohol. Sexual violence is a threat to a child's sexuality. It can be defined as the forceful sexual abuse of a child by an adult. This is one of the most dangerous types of violence. It takes a long time for the victim to recover or he/she will never recover. The victim will lose trust in others as well as self-esteem and fall into depression and have suicidal tendencies. Consequences of this violence against children cannot be ignored. Child victims of this type are usually hospitalized with serious injuries, internal bleeding or concussion. Some parents do not even go to the hospital, and this results in the death of the child. Survivors face with problems like depression, anxiety, social maladjustment, etc. In general, these children who are subjected to this type of violence are more prone to drug addiction, prostitution and crime. Children who are beaten a lot suffer from mental retardation, exhibit strange behavior, and undergo emotional distress, which in turn result in their failure at school. If families justify physical violence as the only possible disciplinary method, the children exposed to such violence will adopt it as such. Therefore, when they grow up, they will apply physical violence to their own or other children and thus, this kind of abuse will be passed from one generation to the next.

Children in war

The concept of 'child soldier' has no definite definition. Nevertheless, according to the coalition, a child soldier is any person under 18 years of age who is a member or affiliate of any regular or irregular armed force or armed political organization (Polat, Gldođan

2010, p.106). Wars do not only ruin houses, cars, streets and lands; they affect children the most. Children do not necessarily have to take active part in wars. Those who flee wars are equally affected. Today, millions of children are innocent victims of political conflicts, power hunger, terror and all forms of wars.

There have been many wars from 1945 to 1992. States and people have been affected more after the Cold War. In general, rapid changes economy and uncertainty in political developments have led to these tensions. Particularly, an outbreak of wars between third world countries was seen after World War II. Children have seen, lived and felt wars for centuries. Deaths and sufferings in wars affect children under 5 years of age who are the most vulnerable group. In 1996, in 24 out of 31 countries involved in conflicts, the mortality rate of children under the age of 5 years was at 5% or more (Çağlayan, 2004). During the conflicts, 5% of the children died directly due to trauma and 95% from starvation and diseases. Over the last 10 years more than two million children have died in the war zones and more than 4 million handicapped (Çağlayan 2004). Many children in wars cannot find their medical needs and get sick, thus suffering more pain. Some lose their parents, some lose their siblings, and some lose the whole family. Alone children wandering in war suffer more trauma. Children in war do not only lose their parents or become sick.

They also get exposed the torture and rape. In those little bodies, they feel all the shocks that even adults cannot overcome. UNICEF has worked especially on child victims of war. The five fundamental strategies of UNICEF (2014) are: Protecting orphaned children, demobilizing child soldiers, healing the mental wounds, restarting schools, and education for peace. These problems are particularly experienced in ethnic wars. For example, all the girls over 8 years of age were raped in the genocide in Rwanda. These kids were just 9 years old, and like the shock of war was not enough, they were raped and have to undergo distress they can never overcome throughout their lives, or be used in war (Çağlayan, 2004).

According to data provided by UNICEF, the number of children who had to leave their country because of the civil war in Syria has reached one million. One million stateless and homeless have been expatriated. According to UNHCR figures, there 740 thousand

of those children are under 7 years of age. Seven thousand children have been killed in the Syrian war. Somalia is a country rich in land and mineral resources, but unfortunately they themselves cannot benefit from them. This fact and the consequences of civil war raise famine in Somalia to the highest level.

At the same time, there are strict rules that IMF is applying to the country which are killing agriculture and making Somalia dependent on imports. Currently, Somali is in civil war and trying to fight against famine. Four million Somalis are at starvation levels and half of those are children or even orphans. In addition, 9 thousand Somali children under the age of 3 months have reportedly died in three months. Over one million children re forced to leave their homes and the majority of them are trying to escape alone at young age (Taşgetiren, 2011). Especially since the start of the events in Syria, more than ten thousand children, including 2 thousand 305 under the age of 10 have died. A written statement by Syrian Human Rights Organization (SNHR) (Anadolu Ajansı, 2013) has documented the death of 10 thousand 913 children, including 2,305 girls, in an operation organized by Assad's forces. It was recorded that 2,305 of the children were under the age of 10 and 530 of them were stabbed to death. It was also stated that 9,000 of the 194,000 prisoners in Syria that could be recorded were children under 18, and 79 of those child detainees had been tortured to death, while some of the girls had been raped or sexually abused. It was also stated that 88% of those who lost their lives during the events in the country were civilians; "the worst massacre committed against civilians" since WWII. On the other hand, it was noted that the highest death rate of children occurred in Halep, suburbs of Damascus, Humus and İdlib, respectively (Anadolu Ajansı, 2013). Children in Gaza have no place to run to or hide in. They run around and try to survive under bombardments. Borders are closed and babies die even before they can feel hunger. One third of children who die there are mercilessly slaughtered.

Child soldiers

Children have been used in the military or the battlefield throughout history. They are often used in three ways: for direct attacks, as human shields and for political interests or propaganda. They are also used as terrorists, scouts, spies, laborers or sex slaves"

(Planusa n.d.). According to the Coalition to Stop the Use of Child Soldiers: “Child soldiers perform a range of tasks including participation in combat, laying mines and explosives; scouting, spying, acting as decoys, couriers or guards; training, drill or other preparations; logistics and support functions, pottering, cooking and domestic labor; and sexual slavery or other recruitment for sexual purposes” (Planusa n.d.).

UNICEF introduced the concept of child soldiers for the first time with the adopted Cape Town principles in 1997. Those principles were expanded by UNICEF into today's Paris Principles. The Paris Principles were determined at the end of the conference organized jointly by UNICEF and the French government in 2007 as the Principles and Guidelines on children associated with armed forces or armed groups (Polat, Güldoğan 2010, p.106). According to article 38 of the UN Convention on the Rights of the Child adopted in 1989, "States Parties shall take all feasible measures to ensure that persons who have not attained the age of fifteen years do not take a direct part in hostilities". However, today (UNICEF, 2014), it is observed today that this is not implemented much in countries that have signed this agreement.

Children are drafted into military service forcefully, compulsorily and involuntarily (Polat, Güldoğan 2010, p.106). Since anybody older than 16 years can volunteer, it means that children can volunteer. Today the number of child soldiers exceeds 300 thousand. This is, in particular, a problem in the countries involved in civil wars. In any countries, children are being deceived by the government, armed or terrorist groups and are given weapons bigger than themselves standing in front rows. There are a large number of child soldiers in the Democratic Republic of Congo (DRC). It is known that there are more than 2,000 child soldiers in armed groups in DRC. While DRC has the largest number of child soldiers, Myanmar comes second with thousands of children as soldiers in the government or other armed groups. In Germany, close to three thousand child soldiers under the age of 18 are still recruited by the federal army. France and Austria are also among those countries that recruit 17-year-old children. Central African Republic (CAR) in a worse situation; UNICEF has validated the existence of 2,500 child soldiers in that country. This annoying problem still exists in Mali and Latin America, too. The total number of child soldiers in Africa is over 130 thousand (Son Devir, 2014). Currently there are no child soldiers in Turkey. Compulsory military service starts at age

19 and soldiers are drafted at 20. However, children are used by terrorist groups to fight against the government in Turkey. In Turkey, children participating in demonstrations have received severe punishments.

However, since 2006, children are participating in such demonstrations more commonly. The number of children tried and convicted based on Anti-Terror Laws and the Turkish Penal Code is very high. Nearly 3,000 children are currently being detained in Turkey and in Colombia, the situation is as follows (Ladisch, 2013):

As a young woman demobilized at age 16 from the FARC in Colombia explained about reintegration programs "many of us possess vast experience in the areas of survival, health, and discipline that we gained as a result of our time in the armed groups. But it is not appreciated. They force us to push aside these things, to erase them, in order to create a new future that denies what we were and what we learned. They guide us to accept an identity that is not ours, to be bakers and cobblers".

The most important thing to do for the government is to get to save and protect those children. In order to deal with this issue, three basic elements need to be changed. The first is prevention (Polat and Güldoğan 2010, p.119) which is to make children aware and protect them against those who can use them as soldiers and prevent poverty; and secondly, to disband child soldiers (Polat and Güldoğan 2010, p.119) which is to use children as peace elements and deal with them differently from other soldiers; and thirdly, reintegration into society (Polat and Güldoğan 2010, p.120) which is based on the idea that children should be reunited with their families and given psychological support, which is very important. They should also be supported in terms of education and finances.

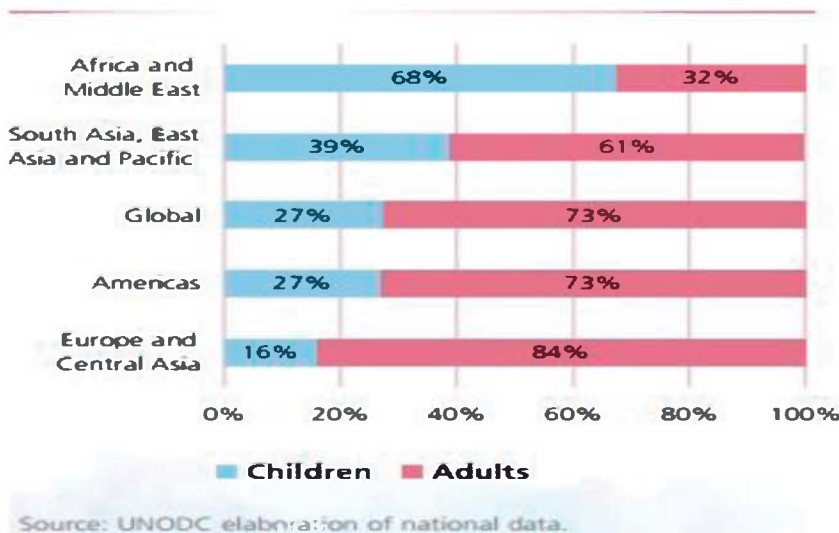
3.1.2.6 Children trafficking

Human trafficking can be considered as a contemporary form of slavery. Human traffickers forcibly abduct people for illegal financial gain. Besides acting unlawfully, they violate international law and human rights protocols as well (Be, know, do: Insan Ticareti Nedir, 2008). The first major international instrument dealing with the Children

Trafficking is part of the United Nations Convention against Transnational Organized Crime, also known as ‘Palermo protocols’, titled the Protocol to Prevent, Suppress and Punish Trafficking in Persons, especially Women and Children.

Child trafficking was agreed to be ‘retaining or kidnapping a person under 18 years of age through nonviolent deception and threat’. It is sufficient if the person, male or female, is detained for exploitation (Polat, 2012). According to Polat (2012), kidnapping statistics show only a very small percentage of reality. The classification of Child sexual exploitation in different categories, just like that of street children, conceals the true statistics. Therefore, classified and recorded international data does not reflect the exact statistics of child trafficking. Child and adult trafficking is being done all over the world and it has become a global problem. According to a report published by United Nations Office on Drugs and Crime (UNODC) 27 percent of the victims of human trafficking between 2007 and 2010 were children. However, again a small proportion of the real figures are shown here, for trafficking of children also includes many forms of child abuse such as child soldiers, street children, and sexual abuse. Therefore, regardless of the real rate being unknown, statistics is follows according to UNODC’s 2012 data at Table 3.3.

Table 3.3 : Share of child victims detected, by region 2007-2010



Source: UNODC, elaboration of national data

This table shows that European countries have a comparatively greater capacity to detect and report on trafficking in persons, whereas African countries have a lesser capacity. As a result, global statistics tend to reflect European patterns disproportionately compared with patterns in Africa.

Trafficking in persons in Africa is characterized by a high proportion of child victims. Conversely, countries in Europe record a limited share of child victims.

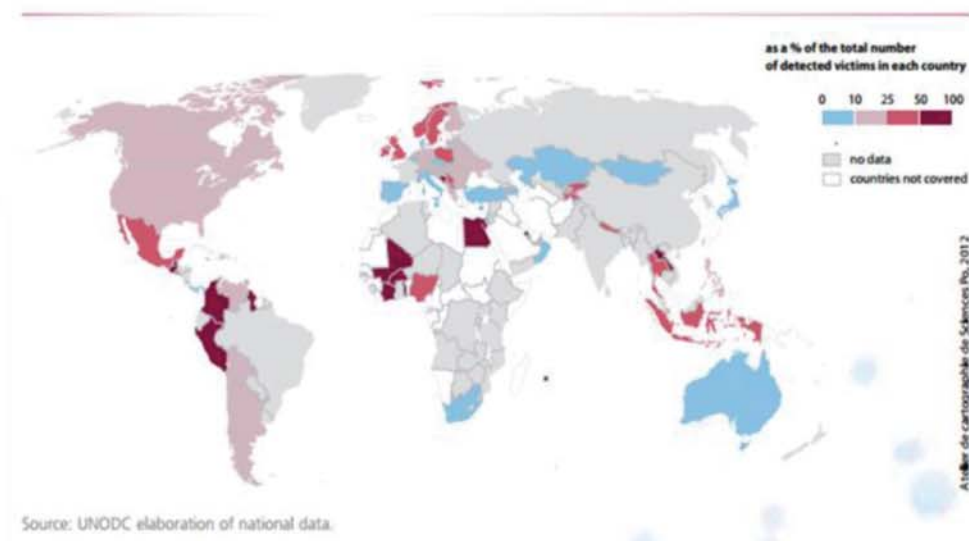


Figure 3.1 : Share of children among the total number of victims detected

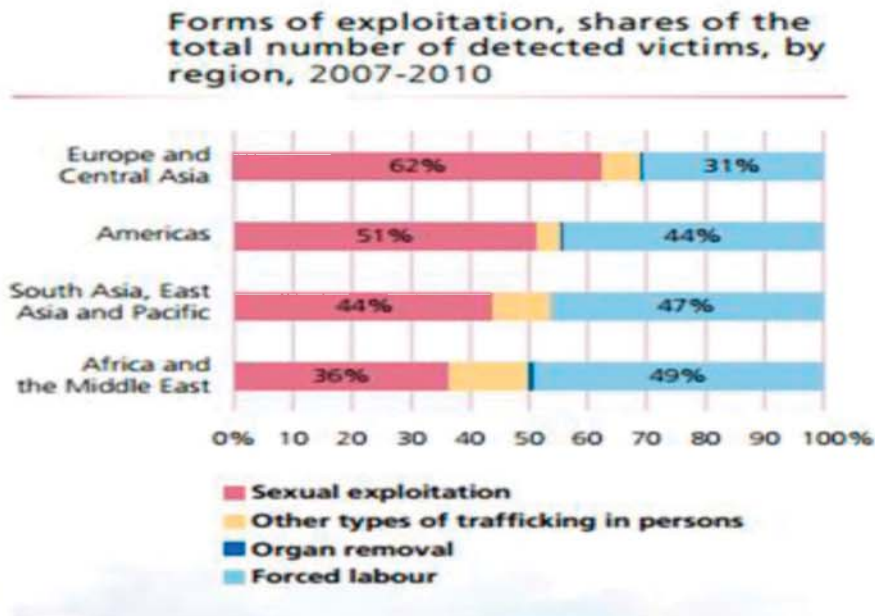
Source: UNODC, elaboration of national data

Turkish families in Germany suffer from this issue. The German government is taking Turkish children away from their families and gives them to strangers who have different religions and ways of life (CNN Türk, 2005). It is also noted that there are ten thousand illegal children in Germany. Children in Balkans and Eastern Europe are abducted and forced into begging or prostitution. Children are generally abducted from poor countries and taken to countries like the Netherlands, England, Turkey, Greece, Sweden, Germany and Austria. In Congo, thousands of children are abducted and used as soldiers or sex slaves (UN, 2013). The same problem is still continuing in Iraq. Girls in particular are abducted and forced into detention and rape. UNICEF (2014) has warned all those countries and presented the data on this issue and particularly emphasized the need for the countries at war to pay more attention. According to a report published by the UNODC (2012), two thirds of kidnapped children are girls.

Based on data collected from 123 countries including Turkey, fifteen to twenty percent of the total number of victims were girls and ten percent boys. This report also shows big differences among regions as reflected in Table 3.4 given below.

While in Africa and the Middle East child victims constituted 68 percent of the total number of victims, in South and East Asia and the Pacific regions it was 39 percent, in Americas 27 percent, in Europe and the Middle East 16 percent. 136 different nationalities were trafficked and detected in 118 different countries. Almost half of all victims detected worldwide were trafficked across borders within their region of origin and 27 per cent were trafficked within their national borders. The only exception is that the majority of victims East or South Asia are in the Middle East (UNODC, 2012). The UNODC (2012, p.12) report also expresses concerns about conviction rates. Sixteen percent of the countries covered in this report did not have a single conviction for the crime of human trafficking. The only positive point in this report seems to be that 154 countries have ratified the United Nations Human Trafficking Protocol. 83 percent of the countries have laws that criminalize human trafficking.

Table 3.4 : Forms of exploitation, shares of the total number of detected victims



Source: UNODC, https://www.unodc.org/documents/data-and-analysis/glotip/Trafficking_in_Persons_2012_web.pdf, 2012, p.12.

Among the detected forms of exploitation, forced labor is increasing rapidly. This may be due to improvements in many countries' capacities to detect trafficking for forced labor and to legislative enhancements adopted to ensure that this type of trafficking is covered by law. Compared with the 18-per-cent share reported for the period 2003-2006, detections of trafficking for forced labor doubled, reaching 36 per cent in the period 2007-2010' (Be, know, do: Çocuk Fuhuşu, 2012). According to figures provided by the UNODC trafficked persons are more likely to become sex slaves or be used for hard labor. Governments should be more careful about this issue. Borders should be protected and certain systems should be established in order for people to report what they witness directly for immediate intervention. Human trafficking is a crime. Child trafficking, however, is beyond crime, a shame on humanity. Exploitation of the bodies that should be protected is impermissible. States should be more careful in these matters and dissuasive penalties should be applied to these offenders.

3.1.2.7 Child prostitution

Child prostitution also includes many things done in smuggling, physical neglect and sexual abuse. Prostitution of children is prostitution involving a child. It is a form of commercial sexual exploitation of children. The term normally refers to prostitution of a minor, or person under the legal age of maturity. In most jurisdictions, it is by prostitution of a person under 18 is illegal, even if the child is older than the statutory age of consent of the jurisdictions. In some jurisdictions child prostitution is illegal as part of a general prohibition on prostitution. While child prostitution is a category of child sex tourism, it is directly linked to child exploitation for sexual purposes or child pornography in the black market, the internet or in some homes (Ayrar 2010, p.15). Furthermore, according to various sources, in addition to a large number of girls, there is also an undeniable number of boys who become victims of sexual abuse. According to the UNCRC, the family has the primary responsibility and function to create a natural environment for the development and well-being, care, protection and upbringing of a child (Turanlı, 2005). According to the Child Rights Convention Articles 34 and 35;

States Parties undertake to protect the child from all forms of sexual exploitation and sexual abuse.

For these purposes, States Parties shall in particular take all appropriate national, bilateral and multilateral measures to prevent:

(a) The inducement or coercion of a child to engage in any unlawful sexual activity;

(b) The exploitative use of children in prostitution or other unlawful sexual practices;

(c) The exploitative use of children in pornographic performances and materials.

In addition, Article 35 affirms that: States Parties shall take all appropriate national, bilateral and multilateral measures to prevent the abduction of, the sale of or traffic in children for any purpose or in any form (Ayril 2010, p.16). Although the age of sexual relations has not been specified by the Convention, states parties must take into account Article 2 in order to determine this age. In spite of being a global problem, there are both domestic and foreign exploiters in different countries.

According to ILO, there are currently 1.8 million child prostitutes in the world (Ayril 2010, p.18). Today, in Asia and Central and South America organized sex criminals have increased their demand for sex with children. In El-Salvador, children are dragged into sexual prostitution at the age of 13 years and one third of them are boys. In the US, 105 children were rescued by the FBI in 76 US cities in an operation against child prostitution. In Syria, young girls are married off to men over 60 years old. Marrying young female juveniles and making them work as maids are also exploitation. 38 thousand children are used in prostitution market in South Africa and 350 children are forced into prostitution in Indonesia. In this form of exploitation of children, the abuser deceives or gains the victim's trust and can, after a while, spread the contents on networking media like the internet as a threat or for revenge. There are pornographic materials of 300,000-600,000 children under 16 years (Ayril 2010, p.20). The child pornography has entered the criminal law and applied in Turkey and many other countries such as Switzerland, the Netherlands, Denmark, Italy, France, Spain, Poland, Sweden, Russia, Finland, Austria and Federal Republic of Germany (Ayril 2010, p.20).

But there are still no laws against child pornography in many other countries and this makes it easy for abusers to put children in dangerous situations and take advantage of them.

According to UNICEF, schooling of children comes on top of the list of measures to be taken to prevent child prostitution and pornography (Turanlı 2005, p.92). However, doing so requires a strong economy and mere schooling will not be enough, for structural adjustment programs implemented in many countries, closure of educational institutions due to lack of resources and teacher layoffs, health and education budget reduction are priorities (Turanlı 2005, p.92). However, definite and serious laws should be passed in this regard in all countries. It is a pity that children are abducted and exploited in many ways from day to day. Lack of action by governments in this regard is also provocative. Countries should add definite articles to their laws for the eradication of child prostitution and pornography and enforce them immediately. In addition, national cooperation is also as important as international cooperation (Ayrıl 2010, p.23). Countries should bear the responsibilities necessary for the implementation of these laws and authorities who are responsible should cooperate with each other.

3.1.2.8 Health

Health is very important for all living and breathing creatures for health is not just the absence of disease or disability in the body of the individual; it refers to the complete physical, mental and social well-being of a person (Be, Know, do; Sağlık nedir 2014). Another more dangerous matter observed in child abuse is the deterioration of the health of the children and failure of parents or kidnappers to take them to health facilities or doctors. This often results in the death of the child. Children are injured by physical violence during abuse and generally admitted into hospital with injuries such as cigarette burns, bruises, and bone and skull fracture (Kara, Biçer & Gökalp 2004, pp.142-143). Lack of immediate intervention in children can lead to death of the child. Also, in these cases the medical team should notify the police. One of the things that the government should do in this regard is to give families dissuasive penalties and if necessary, take the child away from them. However, allegations such as ‘the child looked older’ or ‘did it voluntarily’ are made in such cases today. For example, two individuals forced a 13-

year-old girl into prostitution with 26 people in Turkey (Psychiatric Association of Turkey n.d.). Devastated by the horrible experience, the abused girl sued the two abusers. It was claimed in the case that the child entered sexual intercourse with 26 individuals on her own accord and was fully aware of her actions. The trial took eleven years and the abusers were sentenced to only 7-9 years in prison. This is a horrible reality. In terms of medical as well as national or international laws, to use the phrase 'with a child's consent' is unacceptable in any national or international court. And it should be mentioned that Turkey was among the first countries to sign the Child Rights Convention. This thirteen-year-old girl reached the age of 24 at the conclusion of the trial and her childhood was already over. Ever increasing majority of diseases in wars are tuberculosis, AIDS, measles, rabies, malaria and diarrhea (Özkan n.d., pp.32-35). In America, there is a different health problem: child obesity rate of 33.8%, (CNN Türk, 2012) whereas many children are starving in Africa. This contrast reveals the inequality in the world. While some children are dying from poverty and starvation, some others are struggling with illnesses from over-nutrition.

The Convention on the Rights of the Child entitles mentally or physically disabled children to a full and decent life, in conditions which ensure dignity, promote self-reliance and facilitate the child's active participation in the community (UNICEF, 2014). According to Article 23 of the Convention (UNICEF, 2014), disabled children shall be accorded the same rights as any other child and the right to special care and considerations favored are as follows:

to ensure that the disabled child has effective access to and receives education, training, health care services, rehabilitation services, preparation for employment and recreation opportunities in a manner conducive to the child's achieving the fullest possible social integration and individual development, including his or her cultural and spiritual development". Whenever possible, assistance should be provided free of charge.

Some children may have congenital communication or physical developmental abnormalities. It is necessary to accept that every child is different born at different circumstances. Many children are born with disabilities in some areas due to inbreeding

(also called consanguinity). In some regions, pregnant mothers may suffer from iron deficiency due to malnutrition or be exposed to violence and hence give birth to a disabled children.

According to Ross, the family of these children see them as a gift given to the family by God. If the child is healthy, they consider it a blessing and if unhealthy, they believe it is a punishment for their sins or a test of their patience (Turan 2009, p.65). The risk of children born infirm is particularly much higher in countries at war. Also, some children are disabled due to wars, violence and natural disasters like earthquakes. Such incidents kill 650,000 people and wound 1,600 all over the world. Children with disabilities from birth or due to natural disasters are special children. Special children are categorized as special needs students, mentally retarded, learning impaired, those with emotional and behavioral disorders, those with physical disabilities, those with speech and language problem, hearing impaired, gifted and talented students (Webcache n.d.). A child born with disabilities or disabled later in life require special education. However, tuitions of schools established specially for children with disabilities is too high.

The government should interfere in this regard and make it financially feasible for all families with disabled children to send them to such schools. Moreover, millions of children with disabilities are being separated from their families all over the world and placed in of orphanages, boarding schools, psychiatric centers or nursing homes. Children who are able to leave those institutions are faced with the possibility of being separated from the rest of the society for the rest of their lives by being transferred to institutions for adults (Rosenthal, Ahern 2013, p.46).

Disabled children are faced with barriers to integrate in communities. The results of the research on violence against children with disabilities carried out by Liverpool John Moores University and the World Health Organization were: 26.7% for compound violent measures; 20.4% for physical violence, and 13.7% for sexual violence. Risk estimates indicate that impaired children are at a significantly higher risk of exposure to violence than children without disabilities (Jones et al 2012, pp.44-45). Furthermore, children with disabilities often cannot claim service on their own. Most are dependent on their parents and the effect of the approach and attitudes of their parents towards their

disabilities, can result in their inability to take advantage of the services they need. Therefore, states and health organizations are required to make special efforts for children with disabilities.

Health organizations can organize some activities to find handicapped or disabled children in their regions. This will provide a much easier solution for both the government and the children. There are 93 million disabled children in the world who were born disabled or crippled. This is a huge figure. There are many organizations that help in this issue. UNICEF, CRC, CRPD or ENSEV *Fiziksel Engelli Çocuklar Sağlık ve Eğitim Vakfı* (Foundation of health and education for children with disabilities), ZİÇEV *Türkiye Zihinsel Yetersiz Çocukları Yetiştirme ve Koruma Vakfı* (Foundation for the Training and Protection of Mentally Handicapped Children) in Turkey are a few examples (Jones et al 2012, p.45). Sometimes disabilities of children at birth or due to natural disasters are inevitable. All disabled children living in institutions, with their families or other caregivers should be considered at high risk of violence. Children with disabilities may benefit from interventions such as home visits and parenting programs. Such interventions have proved to be beneficial in preventing violence and reducing its effects for children without disabilities.

3.1.2.9 Child marriage

The subject of marriage has remained in UN's agenda since its establishment. It has also been raised in the framework of CEDAW (Aydemir 2011, p.6), however, early marriages are still done in all developed or developing countries today. This issue has become a global problem. Anybody married under the age of 18 is considered a child internationally. According to Article 124 of the law in Turkey, "Men and women cannot get married before the age of seventeen. However, the judge may allow 16-year-olds to get married in exceptional circumstances and for very important reasons. It is said that when possible, the parents or guardians are heard before the verdict (Kılıç, 2012). Now then, the Turkish Civil Code considers a girl who has married before reaching the age of seventeen a child bride. Therefore, in the law, a young girl, under the age of seventeen and considered a child bride by the general provision, is allowed to get married by a

judge in exceptional circumstances (Kılıç, 2012). Child marriage cases have been handled in various international treaties, conventions and action programs.

These documents include the followings: the 1962 Convention on Consent to Marriage, Minimum Age for Marriage and Registration of Marriages, the 1979 Convention on the Elimination of All Forms of Discrimination against Women, the 1989 Convention on the Rights of the Child, and; the 1995 Fourth World Conference on Women: Action for Equality, Development and Peace held in Beijing, China. These international documents cover the elimination of harmful traditions and customs, violence against girls, marriage consent, minimum age for marriage, and freedom to choose a spouse (UNFPA, n.d.). Despite these agreements, 18 million girls under the age of 18 are married worldwide each year. Based on research in the UK, the number of married boys and girls between the ages of 16 and 19 are 1,020 and 3,480, respectively (Aydemir 2011, p.16). While this rate is 70% in Africa, and 48% of those married between 15 and 24 years of age in South Asia, where early marriage is most prevalent in South Asia, are under 18, in Latin America and the Caribbean the rate is known to be around 29%. Among the Middle Eastern countries, where early marriages are very common, approximately 50% of those under 18 years of age in Yemen and Palestine are married. In India 40-60% of the girls are child brides. 54% of girls in Afghanistan and 51% in Bangladesh are married before the age of 18 (Boran et al. 2013, pp.58-62).

Lack of education, domestic violence, economic reasons, wrong perception of traditions and customs, abduction, sexual harassment or rape are among the reasons for children being married at an early age. For example, in Nigeria and India where early marriages are very common, due to the patriarchal structure of their society, children do not have the right to speak. In Pakistan, however, they believe that exchanging girls between families strengthens family ties (Aydemir 2011, pp.19-20). The general problem of these children is that they do not have a say in any matter. She is usually not allowed to stay at home alone and is normally contemned by the family of her husband. She may even get exposed to violence. There is more domestic violence in an early marriages. It has been verified that especially young girls between 15-19 years of age with low educational

level are at higher risk of physical and sexual violence by their husbands. It is stated that 48% of girls aged 15-19 years in rural areas of Bangladesh were experienced physical, sexual or both kinds of violence from their husbands in the last twelve months (Boran et al. 2013, pp.58-62).

They do not know what sexuality is and they can never experience it. They also get pregnant unanticipated, for she does not know about contraception. Her education remains incomplete. Her health deteriorates; not only physically, but mentally as well. She gets withdrawn from life and introverted. Young girls can get pregnant before their menstrual cycles begin and this triples risk of death due to pregnancy at an early age (Aydemir 2011, pp.26-29). These young girls are often married by Imam (a religious matrimony) as the second or third wife of the groom. Generally the first wives domineer the new bride because of her much younger age and silence. These children age faster and get sick. They are thrown into an unwanted life where they will have to suffer every day. There is also another horrible reality of marrying a raped child to her rapist. Not having recovered from the shock, raped girls face a bigger shock. Generally, becoming pregnant forces her to live the worst moments of her life. Most children cannot tolerate this and may attempt suicide. Even if she runs away and flee to her family's home, the family usually does not take her in and sends her back to her husband. After a while, the family may hear the news of her death. The failure of families to back their children unfolds the degree of the ignorance of the society.

3.1.2.10 Crimes of children and prisons

The concept of crime refers to behavior contrary to customs and ethics; and violation of laws is referred to as felony (Göcek 2009, p.20). There is just about no child who has not committed a felony. As they age, children learn to adapt to the community and comply with laws. However, some children may be exceptions. As Yavuzer has put it, "there are no criminal children; they are pushed into crime". But some children may be an exception in this case. As Yavuzer said (2009, p.21) "there is no criminal child, children are pushed to crime." In addition, Durkheim defines crime as 'any assault on living conditions of a society'. The thought of evaluating children and adults differently was put forward by W. Clement. In the meantime, Saint-Michel prison was first built in 1703

(Mumcu 2006, p.156). The first shelters were established in New York City in 1785. France had not established a separate prison in 1810s. In 1952 children began to be kept separately. In Italy, however, the earliest school prisons were founded in 1931 (Mumcu 2006, pp.157-159).

After such historical developments, violence and lack of love has been the root of causes that have led children into committing crimes. Some rich people suppose they are showing their love for their children with money. They cannot give their children education, understanding, sacrifice, or love. Children who are bought anything they want, have everything at their disposal and never learn the meaning of loss are led to crime. When children do not get enough love, they will seek it elsewhere or become jealous of other families. And this will inevitably trigger the possibility of tendency towards crimes. Physical and environmental factors are very important in these cases. Yavuzer argues that the educational mistakes - made due to genetic and biologic factors and lack of knowledge about the properties related to the developmental stages of children-create the preconditions of juvenile delinquency and that the combination of these factors with the conditions of communities and neighborhoods push the child towards criminal behavior (Göcek 2009, p.30). Lombroso, who believed heredity to be an important factor in juvenile delinquency, coined the concept of 'inborn criminality' and argued that inherited physical anomalies, "stigmata", could be found in criminal bodies. The anomalies that parents carried in their genes even before got married could cause various physical and mental disorders in their children.

The most common such innate disorders are physical disabilities, handicaps, disabilities, diseases, mental retardation and metabolic disorders that can be associated with mental retardation, fetal infections and epilepsy (Kunt 2003, p.35). The most dangerous among these are psychopathic (Göcek 2009, p.32) behavior. This usually occurs in childhood and some examples of symptoms are torturing cats, burning things, trying to intentionally harm a member of the family, etc. However, these children are often very intelligent, but can show distortions in terms of character and ethics, which results in their lack of adaptation to the society. As Hugo said, "He who opens a school door, closes a prison" (Sürücü and Arslan, 2009). This issue should be well observed by families and even a minor incident should not be kept secret. The solution must be

sought from experts. Additionally, biological and psychological factors are also very important. Factors such as improper mindset, exposure to violence, losing family in a terrible way, and witnessing the death of a loved one can deeply affect children and hence start to bother them psychologically.

According to studies, 30% of children who commit such crimes have physical or mental disorders (Kunt 2003, pp.35-41). Children absorb anything they see from their parents; therefore, the family is the main factor. According to Bowlby; “adolescent delinquency is linked to maternal deprivation in infancy” (Göcek 2009, pp.42-51). Maternal deprivation is not the only important factor here; domestic violence is also of great significance. Most street children have run away from home and most of them commit offences. Street children usually resort to ways, harmful to themselves and to their surroundings, such as inhaling paint thinner and glue, smoking cannabis, cigarettes, using drugs, wounding others, snatching, begging and stealing. The root of all this is lack of love and violence. Fourteen is usually the age at which the crime rate is higher. This is about when puberty begins in boys and they become engaged with environmental factors. About 95% of child perpetrators are boys. Girls are at a much lower rate. Overprotection of children or being extremely authoritarian are also important reasons for such issues. Merrill's survey conducted on 3,000 convicted criminal children revealed that 50.7% of them came from dispersed families, whereas this ratio was found 26.7% for innocent children. Armstrong found that out of 660 children who had run away from home, 29% had lived in broken families before they were 4 years old and 28% between the ages of 4 to 6 (Kunt 2003, p.44).

A certain time after encountering problems, children inevitably commit delinquencies, which leads them to prison. There are 2,331 convicted children, mostly between the ages of 15 and 17, in prisons in Turkey (Karabağlı, 2013). Millions of children in the United States have been convicted as adults. Approximately 3,000 children have been sentenced to life (Yılmaz, 2007). On the contrary, five prisons are shut down in Sweden, for the crime rates have dropped. This is the result of court verdicts (Milliyet, 2013). As a person reported after visiting Sincan Prison for Children, “we saw, with our naked eyes, children with scratches and bruises on their faces, swellings on their heads the size of a fist, redness and swellings all over their bodies, especially on their stomachs, thighs,

backs and wrists". Again, when they came limping into the visiting room, it was noteworthy that they had difficulty standing. Blood stained and torn clothes were clearly visible on some of them (Söylemez, 2014). "Looking at these children made it clear that they had been tortured".

Universal Convention on the Rights of the Child has stated it clearly (Sapançı, 2014):

1. Foremost, albeit in prison, it should not be forgotten that the person is a 'child'.
2. The rights of life, development, protection and participation of the child should be secured.
3. The welfare and well-being of the child must be respected.
4. The cooperation of the child, the family, public institutions and civil society organizations should be provided.
5. A fair, effective and swift criminal procedure should be followed based on human rights.
6. The child should be given appropriate special care during investigation and prosecution process.
7. Restriction of freedom and imprisonment of the child should be used as a last resort.

Looking at this convention, we are faced with prisons where children's rights are not implemented in any form. Any form of violence done against children is violation of their rights. Therefore, children need to be in schools, with their families or and loved ones; not in prison. As a priority, families should be educated and informative publications should be made. Economic reasons should be investigated and necessary assistance should be provided. Institutions should be established for the youth and organizations should be arranged to ensure that they can have fun and be educated together. Necessary treatment centers for young drug addicts should be established and monitored. Children's development should be controlled and be reported to the proper authorities. In this regard, the number of experts and judges should be increased. Prisons should be investigated and checked monthly if needed. Children must be protected

against violence and protection is required for all children in state prisons. The state needs to be conscientious about all the tyranny inflicted on children.

3.1.2.11 Terrorism and children

Terror or terrorism is the use of any kind of violence and intimidation on civilians and official, local and general administrations in order to achieve political, religious and/or economic objectives. Organized groups and individuals that apply terror are called ‘terrorist organizations’ and ‘terrorists’ respectively. Terrorists mercilessly organize attacks to undermine the state's authority, without any distinction between the strong and the weak, the guilty and the innocent. They also include children in their cruelty. Terrorism expert Paul Wilkinson defines terrorism as “systematic use of murder and destruction, and the threat of murder and destruction, to terrorize individuals, groups, communities or governments into conceding to the terrorists' political aims” (Yalçiner 2006, p.100).

The concept of terror has existed for years and will continue being a universal issue in the coming years. However, it has become a major concern very distressing to states. Today, terrorist organizations are using children at the forefront of their propaganda and actions. Today, there are children clashing with the police, throwing stones, and those who dress like soldiers. All these children are treated as terrorists. However, it is the state's duty to protect children. In Turkey, children under 1 year of age are not punishable by law. There are criminal proceedings for children as young as 15 to 18 (STK report, 2014). While this is different in each country, age is no concern for terrorists. Terrorists are using children as human bombs, very common in Syria and Iraq nowadays. One thousand children have been victims of terror in Iraq in one year: 158 killed and 854 injured (Türkiye Newspaper, 2013). Children are being abducted by militant groups in Pakistan and are let loose, carrying handmade bombs. Islamist militants in Nigeria attacked a boarding school and killed 59 boys (BBC, 2014). Children used by PKK, terrorist organization in Turkey, seem to be in the foreground. In the year 2011, more than 2,000 children took part in acts of terrorism. It was reported

that in air strikes carried out by NATO warplanes in Helmand province in southwestern Afghanistan in 2011, 14 people were killed and 6 injured (Radikal, 2011). All those who died were women or children. The US has led to the death of seven children in bomb attacks in Afghanistan. Torture carried out by terrorist groups in Syria is increasing every day.

Those who commit such savagery, brutally kill children without hesitation, in order to either boost the morale of the people in their group or to intimidate the government. They kill without thinking or children brutally in order to intimidate the government. Members of terrorist organizations either kidnap children or forcibly take them away from their families by threatening them. After kidnapping the children, the terrorists exhibit two different kinds of behavior. One is to brainwash the kids, which is quite easy for adults to do. Telling the children that they are offering their love to them, giving them money and providing what they ask for are among some methods used to brainwash children. This makes it look like the terrorists are their friends. Another way is just the opposite: kidnapped children are tortured and forced to do the job. Their families are threatened. If they have siblings, they are threatened and this tortures and makes the children suffer twice as much.

As understood here, children are not only used in terrorist groups. In addition, these children can easily be seen as a commodity and be murdered regardless of their innocence, which reveals the brutality of these events. Some of the things to do are to: look after our children very carefully; teach them right from wrong by talking to them and treat them like friends. The most important thing for governments to do is to put an end to terrorism as soon as possible. As long as terrorism continues, states will always be concerned about both children and the future of the country. States should take all necessary precautions in this regard. Amnesty International has called on people to respect and protect the rights of children in accordance with the obligations made by the UN Convention on the Rights of the Child.

Ensure all taken measures to be in the best interest of the child (Amnesty International, 2010). These major problems experienced in countries is not only dangerous for children, it is also a great danger to all communities in the country. When people in a

country cannot go out with peace of mind, get their needs, or even send their children to the park anymore, then this means that the issue has become a national problem. Adults should never be allowed to use children for their own interests.

3.1.3 Children and politics

It is necessary to discuss laws relating to children in history. We see that they first emerged in the 16th century. Yörükoğlu has stated that in ancient times, children were exploited due to their weakness and even easily murdered (Salim 2011, p.4). Children were beaten in the West in the 18th century. In an era when colonialism was prevailing, with the authority that fathers had, they were even entitled to kill their children. Children had no rights whatsoever and they were even seen as burdens. They were considered elements of fear and sins and thinking that children separated parents, the father was even allowed to kill his children. There were also inequalities between genders. Girls had no value and only the eldest son was precious. This trend, however, began to change in the 19th century. In mid-19th century, pediatricians appeared. Ten-year-old children were prohibited from working in mines in the UK in the same era. However, with the industrial revolution in the United States, children were seen as nothing but factory workers.

Elkind has used the following phrases referring to this situation: 'The followers the social reform movements have transformed the image of children from cheap factory laborers into the image of an apprentice working at a factory. Instead of being sent to factories, they were sent to school to prepare for working in the factory' (Salim 2011, p.8). The main development began in the 20th century. Children started to be seen different from adults. The 20th century dominant paradigm of children is based on three basic assumptions. First, children are different from adults or childhood is a special biological stage, and the second, childhood should be prepared for adulthood, and the third is that the responsibility of raising children and preparing them for the future belongs to adults (Salim 2011, p.9). The first international meetings were held in Berlin in 1890. The issues discussed at Berlin International Business Conference were

emphasis on children's education and raising minimum age to work to 12. Also, minimum age for Child workers in underground mines was specified as 14 and that of night workers as 16 years. However, these issues failed due lack of ratification by states. The second Berlin conference was held in 1913 where a consensus was reached on night working children (Demir 2010, p.551). The International Labor Organization was founded with the Versailles Treaty following the First World War. Meanwhile, agreements related to the working life of the children and adolescents were signed.

In 1923 the first Declaration of the Rights of the Child (Demir 2010, pp.552-554) was adopted and the draft was later ratified in 1924. This was the first treaty relating to children in the true sense. It was indicated that children should be brought to a point where they are able to make a living and also that they should be protected against all forms of exploitation. There were also some requirements on the subject of child labor. After the Second World War, the European Declaration of Rights of the Child was adopted, signed in Amsterdam in 1951. The United Nations adopted the Declaration of the Rights of the Child in 1959, and Article 9 is as follows (Narmanlioğlu 2000, p.672):

The child shall in no way be transformed into commercial commodities, shall in no case be caused or permitted to engage in any occupation or employment which would prejudice his health or education or interfere with his physical, mental or moral development.

The European Social Rights Charter was ratified by 13 members of the Council of Europe at Turin on October 18, 1961 (Demir 2010, p.553). It was agreed that children and young persons have the right to a special protection against the physical and moral hazards to which they are exposed; and to provide that the minimum age of admission to employment shall be 15 years, subject to exceptions for children employed in prescribed light work without harm to their health, morals or education. In addition, while the child is to be raised by the family, the right given to authorities to intervene in family's privacy in case of abuse, the modern system of child protection was initiated. Thus, the accountability of states was increased as much as families'. The policy of protection of children, called "*Parens patriae*" (Salim 2011, p.24) or "parent of the nation", is aimed at protecting children against harms from abusive, negligent or poverty-stricken parents or their substitutes, and to act as the parent of any child or individual who is in need of

protection. Throughout history, there have always been orphans and children in need of protection, victims of disasters and individuals in need of others to get by. A welfare state is therefore, a government that fulfills the essential needs of its citizens. The purpose for the existence of a government is to organize the policies that promote the general interest of the society. It is expected from the welfare state to implement those policies and take an active role in social and economic lives of its citizens (Aktay 2006, p.28).

With the industrial revolution, states' only worry was to gain land. Governments had to deal with the problems of its citizens now. The working class had emerged with industrialization. A separate class has been created for children in society. Meanwhile, it was noted that with some children with special needs, such as the disabled, migrants, refugees, asylum seekers, ex-convicts and vulnerable children, etc., required protection. Social services are tools to use the resources of a society to help individuals with special needs or disabled children, a group or a family, or a community either a natural disaster stricken community to achieve a course of life worthy of human dignity. In fact, welfare state can also be thought of as a system of administration to give the rights to those who deserve them (Salim 2011, p.27). During this period, some views that emerged on children in developed countries gradually prepared the grounds for children's rights conventions. Primarily, it was the view that children require to have different rights than adults and that these laws should be adapted accordingly. Next was the idea of reconfiguring prisons and subjecting children to different penalties. And finally, it was forming public policies and starting plans and projects. Thus, with the emergence of children's rights, it was emphasized that children were to live their childhood and adults were not to forget that they are children.

All of this together with the adoption of the 1959 United Nations Declaration of the Rights of the Child and the proclamation of 1979 as the International Year of the Child, laid the foundations for the 1989 Convention on the Rights of the Child (UNCRC) which was the result of a difficult and long process. Almost all the countries in the world have endorsed the fact that a child is a child and different from adults. This is an agreement ratified by 193 countries. Now, many organizations and institutions have been established for the care of children living with their families, kinless children who

have lost their families and street children in different countries. Some of these include kindergartens, orphanages, children's homes and foster family services. The one-child policy in China was enacted in 1980, but has now begun to loosen (Haber Erciř, 2013). Changes have begun to be made in education in Finland. The country has produced the most successful and well-equipped students with the new logic of 'learning by doing' (Onuk, 2011). There are three child policies in Turkey.

These policies might be good for those who are capable of providing the best possible way for their education. However, having too many children for families who are in poor financial situation is not considered good for the family, the children or their future. Different policies for children are executed in different countries in the world. Some grant children's rights early in life, while others have failed to do so to some extent. However, most of countries agree on one thing; that is to respect the rights of orphaned children, street children and all abused children. There are also some states that abuse these rights. These rights are not yet protected in countries at war, civil war or those that are in poverty. On the contrary, children are dying there day by day. In developing countries at war with the civil war has not been issued yet. On the contrary, children are dying in one way or the other day by day. Children are the future and we have to protect the future. It is not clear how long it is going to take for countries to understand this, or for people to be more conscientious and merciful. But there are also some secret politics carried out that make further protection of children seem to be impossible. If children are still being abused despite all existing organizations, states must take charge in this issue and make the public aware.

4. CHILD ABUSE IN THE WORLD

4.1 Countries and statistics

Child abuse, one of the biggest problems in the world, is visible in most of the countries. Even 191 countries ratified, UNCRC has not been able to solve this issue entirely. Physical abuse and corporal punishment administered to children vary in different countries as shown in Table 4.1.

Table 4.1 : Rates of harsh or moderate forms of physical punishment in the previous 6 months as reported by mothers, WorldSAFE study

Type of punishment	Incidence (%)				
	Chile	Egypt	India ^a	Philippines	USA
Severe physical punishment					
Hit the child with an object (not on buttocks)	4	26	36	21	4
Kicked the child	0	2	10	6	0
Burned the child	0	2	1	0	0
Beat the child	0	25	— ^b	3	0
Threatened the child with a knife or gun	0	0	1	1	0
Choked the child	0	1	2	1	0
Moderate physical punishment					
Spanked buttocks (with hand)	51	29	58	75	47
Hit the child on buttocks (with object)	18	28	23	51	21
Slapped the child's face or head	13	41	58	21	4
Pulled the child's hair	24	29	29	23	— ^b
Shook the child ^c	39	59	12	20	9
Hit the child with knuckles	12	25	28	8	— ^b
Pinched the child	3	45	17	60	5
Twisted the child's ear	27	31	16	31	— ^b
Forced the child to kneel or stand in an uncomfortable position	0	6	2	4	— ^b
Put hot pepper in the child's mouth	0	2	3	1	— ^b

^a Rural areas.
^b Question not asked in the survey.
^c Children aged 2 years or older

Source: <http://www.childsafe-international.org/PhysicalAbuse.asp>, 2004.

“Only as we move closer to realizing the rights of all children will countries move closer to their goals of development and peace” (Bellamy, 2005) Kofi A. Annan warns. In 2005 report, UNICEF expressed that “yet childhood is very different in different countries and every child is living differently. There are boys and girls searching for useful waste over piles of garbage in Manila (2005, p.1); a boy, struggling to hold an AK-47 in his hand in the Democratic Republic of Congo; another girl forced into prostitution in the streets of Moscow; (2005, p.1) those begging for food in Rio, and those who were orphaned due to AIDS” (Bellamy 2005, p.1).

246 million children across the world are employed (Karahan, 2007). According to ILO, 61% of the 250 million employed children are in Asia, 32s% in Africa, and 7% in Latin America. In addition, 1.2 million children in the world are abducted from families and are being used as slaves or workers (Abola, 2004). Furthermore, with the rise of migration and refugees, child trafficking is increasing even more. 80% of refugees in the world are women or children (Karahan, 2007). The Netherlands, Germany, Belgium, Austria, Sweden, the United Kingdom, Greece and Turkey are among the top destination countries in the West for children trafficked from particularly poor countries (Abola, 2004). Italy and Greece are among the countries that take in the most number of East European migrants. Albania and Romania are among the source countries in child trafficking (Bianet, 2005). Canada and the US conducted an operation in November of 2013 on child abuse that led to the arrests of 300 people from 50 countries. Some of the detainees were from Spain, Mexico, Australia and Romania. In the largest operation on child pornography in recent years, 386 children were also rescued. Some of the 386 children were 5-6 years old (Bianet 2005). There are certain constraints, such as poverty, armed conflicts and HIV/AIDS, especially in countries that have ratified the Child Rights Convention. Infant mortalities have risen in Sub-Saharan Africa due to HIV/AIDS (NTVMSNBC, 2013). Again, according to UNICEF (2005) claimed that; data the births of nearly 230 million children under-five have never been registered, that is approximately one in three of all children under-five around the world. Officially unregistered children cannot benefit from any rights. These children do not benefit from education, health or state fund. The areas with most children without birth certificates are South Asia and Africa (BBC, 2013).

The data indicate that while only one in ten babies is officially recorded in Somalia, Liberia and Ethiopia, 95% of babies are officially registered in South Africa; a rate similar to that of G8 countries. The reasons for not keeping records of these children are shown as: deterring fees, lack of knowledge about existing laws and processes, cultural barriers and fear of discrimination (BBC, 2013). Today, children are suffering from distress, particularly in countries at war: Syria, Gaza, Iraq, Afghanistan, Chechnya, South Africa, Jamaica, Sudan, Eritrea, Haiti, Colombia, Thailand, Congo, Zimbabwe, India, Mexico, Israel and Lebanon. Child mortality in these countries, health distress, hunger, poverty, child soldiers, and many orphaned children are devastating children in these countries. These children are losing their own identities and ego as the war goes on. The countries listed above indicate the large number of wars in the 21st century and their protraction for many years to come. Many institutions have been assembled and are developing projects in order to soothe the distress in these countries, as well as protect children against exploitation. One of these is the project carried out in Spain done to prevent child abuse, which David Kiefaber (2013) mentions as follows:

ANAR Foundation, a Spanish child-advocacy organization, used lenticular printing in this powerful outdoor ad to send different messages to children and adults. Anyone under about 4-foot-3 sees bruising on the child's face in the poster, along with ANAR's hotline number and copy that reads, "If somebody hurts you, phone us and we'll help you." People taller than that—i.e., most parents—simply see the child without the bruise and the line, "Sometimes child abuse is only visible to the child suffering it." The metaphor embodied in the display is apt—the figurative differences in perception between abuser and abused here become literal. I'm glad they kept the concept and content simple, too; it makes the interactivity more immediate and less gimmicky.

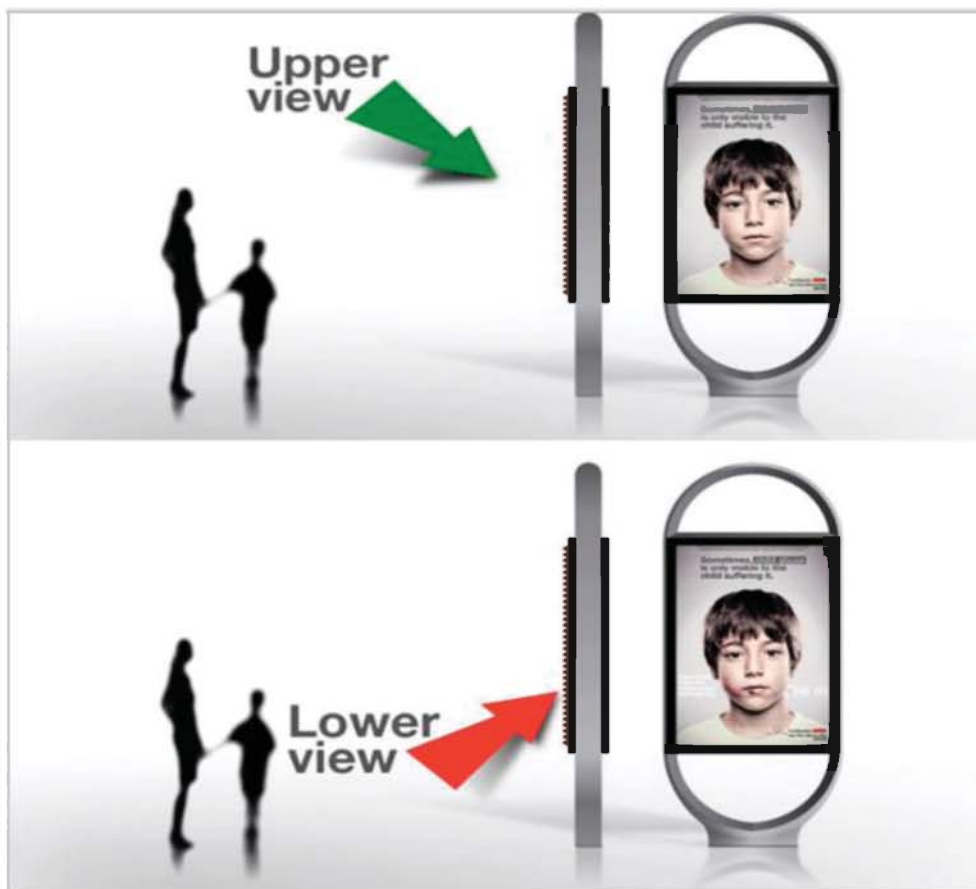


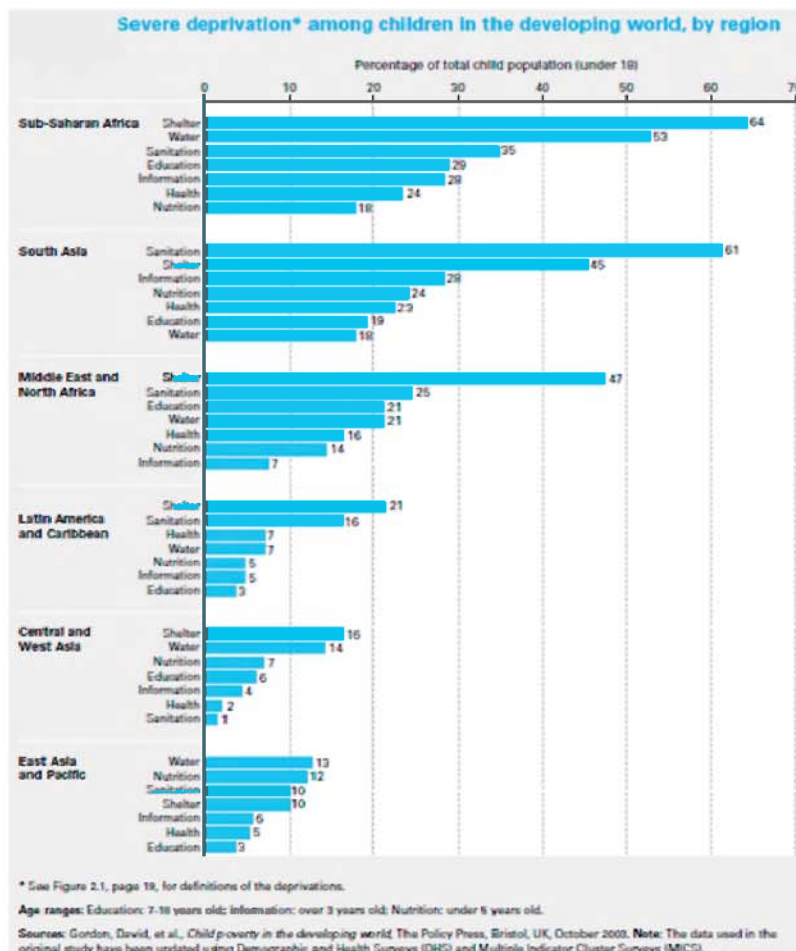
Figure 4.1 : Anar Foundation in Spain

Source: http://www.adweek.com/adfreak/child-abuse-ad-uses-lenticular-printing-send-kids-secret-message-adults-cant-see-149197_2013.

UNICEF (2005) has provided data on deprivation rates among children in the developing countries of the world as shown in Table 4.2 given below. This study concludes that more than 1 billion children are exposed to at least one form of severe deprivation. Additionally, statistics indicate that 700 million children are exposed to two or more forms of severe deprivation. The data given above are based on deprivation rates in nutrition, water, shelter, education, information, health, sanitation. In this case, 16% of the children under 5 years of age in developing countries suffer from malnutrition and are sick (UNICEF, 2005). Water deprivation: Approximately 400 million children are exposed to water deprivation, and especially in sub-Saharan South Africa this situation is more significant (UNICEF, 2005). Lack of sanitation: One in every three children in developing countries is deprived of any means of sanitary (toilets) facilities.

Under such conditions, children are more prone to sickness and infections from unclean environments. Their lives and education are also In this case the lives and education are also compromised (UNICEF, 2005). Health deprivation: Approximately 270 million children cannot benefit from health centers. One in every four children in South Asia and sub-Saharan South Africa do not receive the basic vaccines (UNICEF, 2005).

Table 4.2 : Severe deprivation among children in the developing world, by region



Source: Gordon, David et al., ‘Child poverty in the developing world’, The Policy Press, Bristol, UK, October 2003.

Shelter deprivation is a very serious problem in developing countries, particularly in sub-Saharan South Africa. About 640 million children lack a stable shelter in the developing world. However, the issue is substantial in size in South Asia, Middle East and North Africa (UNICEF, 2005).

In the meanwhile, it is stated that 140 million children are deprived of education (UNICEF, 2005) and more than 300 million children in developing countries lack information; they have no access to television, radio, telephone or newspapers. This means that they have no way of educating themselves or finding out about their rights (UNICEF, 2005). No matter how different every country's problems may be, the abuse that children suffer from are all similar. Regardless of the country, children have been and still are being exploited physically, sexually or psychologically. That is why there are hundreds of institutions in the world, created to protect children. The most prominent of these organizations are UNICEF, UNESCO, CRC, CRIN, PTA and OHCR.

4.2 Institutions

4.2.1 UNICEF (United Nations International Children's Emergency Fund)

4.2.1.1 History

UNICEF is the driving force that helps build a world where the rights of every child are realized and the global authority to influence decision-makers, and the variety of partners at grassroots level to turn the most innovative ideas into reality. UNICEF was established on 11 December 1946 by the United Nations to meet the emergency needs of children in post-war Europe and China. Its full name was the United Nations International Children's Emergency Fund. In 1950, its mandate was broadened to address the long-term needs of children and women in developing countries everywhere. UNICEF became a permanent part of the United Nations system in 1953, when its name was shortened to the United Nations Children's Fund. However, UNICEF retained its original acronym⁶.

4.2.1.2 Functions

UNICEF was established in 11 December 1946. Since its establishment, worked for children's. UNICEF was established on December 11, 1946 and has worked for children since its establishment. UNICEF is involved in various activities through states.

⁶ For details see http://www.unicef.org/about/who/index_faq.html_2014.

UNICEF is struggling to include all the nations in the development of the society in every aspect and thus attain equal rights for girls and women through such programs. There are many other activities in this regard. It is accepted in 191 countries, all of which have their own official UNICEF organization, such as UNICEF Turkey. In addition to UNICEF projects, each country creates extra projects as well, addressing their specific national issues. Some of the UNICEF-supported institutions and projects in Turkey are Justice for Children in Turkey, Child Friendly Cities, we are Lifting the Barriers in Communication, Education Equity Now, etc.

UNICEF operates based on annual agenda prepared in advance. These programs are each 5-year plans and are aimed at reviving five prioritized issues, namely:

- Early Childhood Development: To meet the needs of every child for nutrition, clean water, clean environment, and protection,
- Girls' Education: A quality primary education for every child in the world, especially girls,
- Immunization and More: Protection of all children from preventable death and disabilities,
- HIV / AIDS: Prevention of the spread of AIDS and provision of essential for children and young people affected by the disease,
- Protection of Children: To provide protection for every child in order for him/her to continue living a safe life away from violence, exploitation, abuse and discrimination⁷. These strategic areas are;

Young Child Survival and Development: Healthy children, healthy upbringing, diet, healthy breastfeeding, which also includes explaining this method to mothers. Tries to control diseases such as malaria, diarrhea, measles, polio, Tuberculosis and anemia. Vaccination of children is very important in this situation. Polio, which had disappeared in Turkey many years ago, re-emerged with the refugees coming from Syria and thus UNICEF started polio vaccination with children again. This project is dedicated to providing children with water, food, sanitation and medical needs.

⁷ For details see https://www.unicefturk.org/index.php?p=unicefnedir&sub=calismlar_2014.

UNICEF's humanitarian assistance in 2011 included the vaccination 36 million children, beef tapeworm (taenia) treatment and giving them vitamin A supplements. At least 1.2 million children with severe acute malnutrition have been treated and more than 19 million women and children were provided with special nutritional support (UNICEF, 2012). Another goal of UNICEF is to provide education to outcast and underprivileged children regardless of their gender.

Basic Education and Gender Equality: These programs UNICEF delivers school supplies and tents in emergencies as part of its Back-to-School program, helping children return to a more normal, safe environment and protecting their right to basic education.⁸

HIV/AIDS and Children: AIDS is diseases important in the World. UNICEF works with nations, non-profit organizations and religious groups, youth organizations and many other partners to organize gender-sensitive prevention education, skills and service campaigns aimed particularly at adolescents (Bellamy 2005 pp.67-85). According to UNICEF data's, HIV/AIDS is tearing at the very fabric of childhood. Around 15 million children under the age of 18 had been orphaned by the pandemic by the end of 2003.

Policy Analysis, Advocacy and Partnerships for Children Rights: This focus area focuses on Goal 8, establishing global development partnerships and also on strengthening national and local policies that fulfil children's rights to survive and flourish. UNICEF Working with a wide range of partnerships including governments, regional bodies, and private and civil society groups. And then all together UNICEF provides input and participates in developing sector-wide approaches (SWAPs), Poverty Reduction Strategy Plans (PRSPs) and budgets. Unfortunately, failure to achieve the MDGs will have tragic consequences for children. Consequently, millions will see their childhood violated through illness or death from preventable diseases. This case is briefly described in the following Table 4.3 (Bellamy 2005, p.8).

⁸ For details see http://www.unicef.org/mdg/index_unicefsrole.htm 08.2014, 2014.

Table 4.3 : Failure to achieve the Millennium Development Goals: implications for childhood

Failure to achieve the Millennium Development Goals: Implications for childhood			
FACTOR	GOAL	TARGETS, 2015	PROGRESS, 1990-2003/04
<i>Poverty</i>	<i>Eradicate extreme poverty and hunger</i>	Reduce by half the proportion of people living on less than a dollar a day. Reduce by half the proportion of people who suffer from hunger.	Mixed. On current trends and projections, this goal and its related targets will be achieved in aggregate terms, mostly owing to strong economic growth in China and India. However, most sub-Saharan African countries will in all likelihood miss these targets.
<i>Primary education</i>	<i>Achieve universal primary education</i>	Ensure that all boys and girls complete a full course of primary schooling.	Mixed. Several regions are on target to meet this goal, including Central and Eastern Europe and the Commonwealth of Independent States (CEE/CIS) and Latin America and the Caribbean. East Asia and the Pacific have almost met the target a full decade ahead of schedule. Shortfalls appear likely across sub-Saharan Africa.
<i>Gender equality</i>	<i>Promote gender equality and empower women</i>	Eliminate gender disparity in primary and secondary education preferably by 2005, and at all levels by 2015.	Insufficient. Despite significant progress towards gender parity in primary schools, shortfalls are still likely in about one third of developing countries at the primary level and over 40 per cent of countries at the secondary level.
<i>Child survival</i>	<i>Reduce child mortality</i>	Reduce by two thirds the mortality rate among children under five.	Seriously off track. The fourth MDG is commonly regarded as the furthest from being achieved. Only one region – Latin America and the Caribbean – is on track, although substantial progress has been made in several East Asian countries.
<i>Families and women</i>	<i>Improve maternal health</i>	Reduce by three quarters the maternal mortality ratio.	Seriously off track. Only 17 per cent of countries, accounting for 32 per cent of the developing world's population, are on track.
<i>Health</i>	<i>Combat HIV/AIDS, malaria and other diseases</i>	Halt and begin to reverse the spread of HIV/AIDS. Halt and begin to reverse the incidence of malaria and other major diseases.	Seriously off track. HIV prevalence is rising in many countries. While prevalence rates are highest in southern Africa, the rate of increase is sharpest in Europe and Central Asia, and absolute numbers are large in China and India. Malaria is proving difficult to contain, while the global incidence of tuberculosis is rising.
<i>Water and sanitation</i>	<i>Ensure environmental sustainability</i>	Reduce by half the proportion of people without sustainable access to safe drinking water and basic sanitation.	Mixed. The world is on track to meet the target for drinking water, as global access to improved drinking water sources increased from 77 per cent in 1990 to 83 per cent in 2002. However, progress in sub-Saharan Africa has fallen short. Sanitation remains an even greater challenge: on current trends, the target will be missed by a margin of more than half a billion people.

Source: Carol Bellamy, ‘The State of the World’s Children 2005, Childhood under Threat’, UNICEF, <http://www.unicef.org/sowc05/english/sowc05.pdf>, p.8.

However, UNICEF’s field of interests are nutrition, disabilities, early childhood, health, immunization, life skills, pandemic influenza, sport for development, water, sanitation and hygiene. Then, UNICEF is also involved in emergencies and humanitarian action. On average, UNICEF responds to more than two hundred emergencies every year. UNICEF’s overall programs both at the global level and country level will be maintained because it provides unique opportunities to better link humanitarian response

with development programs to both build resilience and promote rapid recovery and transitions, especially in conflict and fragile affected and/or disaster prone countries⁹.

Bellamy (2005) said that, “in violating our children’s rights by denying them the Essentials they need and deserve, we harm them and ourselves, permitting and encouraging the seeds of poverty, alienation and despair to take root’. Other function is very important. Protection of children from violence, exploitation and abuse. When an emergency strikes, whether a sudden onset natural disaster or an armed conflict, children require special protection to ensure their safety and well-being. These problems, armed violence reduction, child marriage, child labor, child trafficking, sexual violence against children... etc. So all of these about topics, UNICEF campaigns bring further attention to child protection issues at the global level. Which these campaigns are; Advocacy campaign on mental health and psychosocial support in emergencies, Optional Protocols to the Convention on the Rights of the Child, Paris principles and Paris commitments. Under any emergency situation, UNICEF acts with the determination to implement all rights of children in humanitarian efforts. For example, due to the prevalence and depth of the needs for nutrition and drought in Horn of Africa, UNICEF acted swiftly with the highest level of emergency response to provide necessary human and financial resources in Djibouti, Ethiopia, Kenya and Somalia. In 2011, only between July and October, 108,000 children were treated for severe acute malnutrition (UNICEF, 2012).

UNICEF met the humanitarian and protection needs of 40,000 children and their families in Abkhazia and Georgia. UNICEF (2012) has provided training, equipment and materials particularly for maternal-child health and also tried to build a network of community centers in order to provide basic social services. UNICEF also gives psychosocial training to teachers in Turkey and after the October earthquake in Van, helped the government by sending children back to school. UNICEF (2012) assisted in the intervention against polio in Tajikistan and neighboring countries that emerged in 2010 and led the region to become free of polio once again. UNICEF is also assisting in vaccination of children in Turkey since the reappearance of polio with the influx of Syrian civil war refugees. UNICEF today seems to be particularly helping children in

⁹ http://www.unicef.org/emergencies/index_68708.html, 04.2014.

war. Necessary funds and needs such as food and shelters are provided by UNICEF in war torn regions. In its list of regional resources for 2014, Syria's needs are at \$613 million and the amount to be spent in Turkey, especially for the children living in camps is 64,958,235 dollars (A24 Newspaper n.d.).

Similar figures to be spent for children in camps in other countries are: \$ 250 million in Lebanon, \$ 170 million in Jordan, \$105 million in Iraq and \$16 million was recorded in Egypt. UNICEF called for a record \$2.2 billion financial aid for 2014. UNICEF Emergency Program Manager Ted Chaib stated that they planned to help 85 million people in that year and that 59 million of those individuals were children. He also mentioned that the year's call for help was the largest financial assistance call by UNICEF and noted that 40 percent of that amount would be spent for the Syrians (A24 Newspaper n.d.).

4.2.2 UNESCO (United Nations Educational, Scientific and Cultural Organization)

4.2.2.1 History

In 1945, UNESCO was created in order to respond to the firm belief nations, forged by two World wars in less than a generation that political and economic agreements are not enough to build a lasting peace. UNESCO's history, the main predecessors of UNESCO were the International Committee of Intellectual Co-operation, Geneva 1922-1946, its executing agency: the International Institute of Intellectual Co-operation (IIIC), Paris 1925-1946, and the International Bureau of Education (IBE), Geneva 1925-1968. The latter has since 1969 been part of the UNESCO Secretariat with its own statutes. A Conference of Allied Ministers of Education (CAME) (UNESCO Archives, 2010) started its meeting in London on 16 November 1942 and continued until 5 December 1945. 18 governments were represented. Actually in 2012 years, UNESCO has 195 member states and then nine associate members.

4.2.2.2 Functions

UNESCO has regional centers all over the world. Education, science and culture are the bases of their activities. Their aim seems to be the development of underdeveloped and

developing countries. Reports are prepared, assessed and conclusions are made in this respect and reveal the negative conditions of underdeveloped and developing countries. It is attempted to side with the people of those regions. UNESCO's activities are divided into five main parts.

Education: More than half of school-aged children in the world are not able to continue their education due to lack of facilities and teachers. Almost 800 thousand (Öcal, Ürün 2010) people are illiterate in the 21st Century. In addition, more than 100 million children cannot benefit from education each year. The first action of UNESCO particularly in the field of education was the training of many teachers in Latin America and trying to solve the problems that students faced with out of school. This work was very successful and was also implemented in Asian and African countries. One of the largest of those plans, "Karachi Plan" was financially supported by 18 states and the compulsory education of 200,000 Pakistani children was completed in 1980 (Yıldırım, 2013). The growing number of illiterate adults and out-of-school children, led to the orientation of UNESCO towards this field. UNESCO offers various "Adult Basic Education Programs" every year. UNESCO-dependent "Education Clearing House" (UNESCO, 2014) is operating in Paris collecting information on related subjects, gathering educational statistics, granting scholarships and publishing the triennial "World Survey of Education" (Yıldırım, 2013).

At the World Education Forum (Dakar, 2000) it was decided to annually publish 'UNESCO Education for All Global Monitoring Reports, starting from 2002 (UNESCO 2013-2014 p.40). According to this plan, free education would be provided for all children of primary school age by 2015. This is not a particular program or project for Sustainable Development by Critical thinking, or to be able to imagine future scenarios, or to develop decision-making abilities with cooperation. This is more bring already existing or new forms of education under an umbrella. The key to Sustainable Development is the inclusion of sustainable development topics in education and training. These topics are: biodiversity, disaster risk reduction, cultural diversity, poverty reduction, gender equality, peace and human security, water, health, life, and

other topics such as sustainable life and urbanization (UNESCO 2013-2014 p.43). They are engaged in taking necessary actions related to the mentioned topics and issues. EFA 2013/14 Global Monitoring Report is divided into three parts.

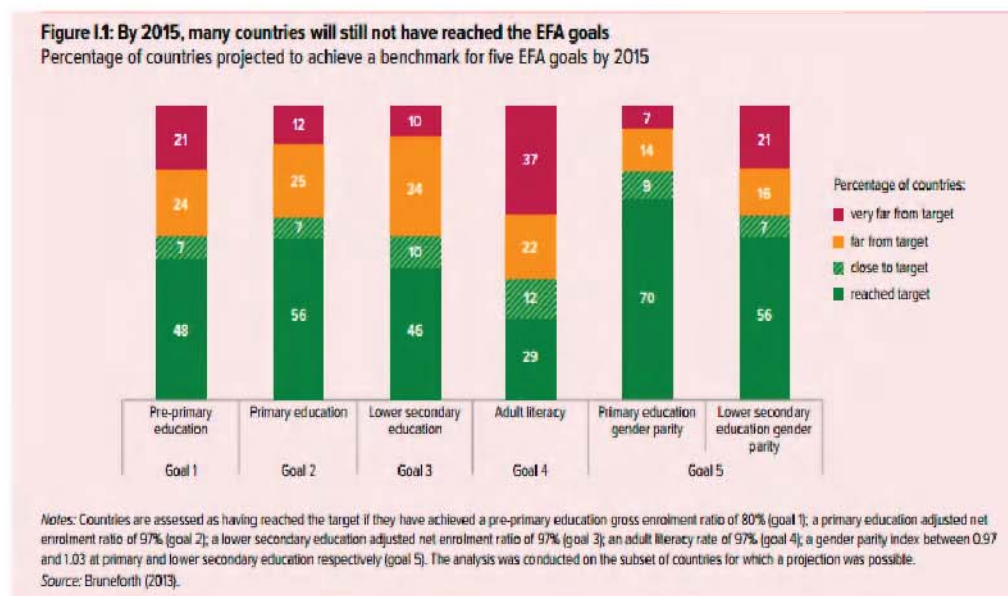


Figure 4.2 : By 2015, many countries will still not have reached the EFA goals

Source: UNESCO, EFA Global Monitoring 2013/14, ‘‘Teaching and Learning: Achieving Quality for all’’, <http://unesdoc.unesco.org/images/0022/002256/225660e.pdf>, Date Accessed: 10.04.2014.

First part provides an update of progress towards the six EFA goals; early childhood care and education, Universal primary education, Youth and adult skills, Adult literacy, Gender parity and equality and Quality of education. This Report projects that universal primary enrolment will be reached by just over half the world’s countries by 2015. But this problem is still continue. One of the starkest reminders that EFA is not attainable is the fact that 57 million children were still out of school in 2011. If progress continues to be as slow as in recent years, 53 million children will remain out of school in 2015. Maintaining the speed of progress between 1999 and 2008 would have left just 23 million children out of school (UNESCO 2013-2014, pp.40-41).

Education is the first priority of UNESCO. They are also trying to strengthen the education system from early childhood until adulthood worldwide. Some of their projects in this regard are as follow: Education for the 21st century, Lifelong Learning, Literacy For All, Teachers, Skills for Work and Life, are made for it substituted; 21st century, for education, Lifelong Learning, Literacy for All, teachers, business and life skills, Monitoring and Coordinating Education Development, Women and Girls Education (UNESCO n.d.).

Natural sciences: The most important task of UNESCO in this field is to establish international co-operation in research. "Arid Zone Programming" became one of the largest projects of the organization in 1957 and has been great help in turning arid and semi-arid areas into arable. Another important task of this foundation is assisting the European Organization for Nuclear Research (CERN) in the use of peaceful nuclear energy. Meanwhile, the Organization is helping in the exchange of data between the developed or underdeveloped regions.

Social sciences: In addition to the scope of social sciences, UNESCO is dealing with the resolution of specific issues between the nations that lead to disputes between them. Social problems created by rapid industrialization and development are also an important part of their agenda. UNESCO has also conducted an audit, with UN's desire, on races and ruled that scientifically no race is higher or more superior to others (Yıldırım, 2013).

Cultural Activities: UNESCO also gives importance to the cultural activities. Indeed today UNESCO considers 'making knowledge and different cultures available to those who need them' as one of their important duties and thus, by supporting international organizations founded by artists and scholars, helps in spreading their knowledge and cultures. They have also attached great importance to natural and cultural heritage and are doing a lot of work to preserve these heritages.

Mass communication: UNESCO supplies books, films and similar materials to needy states in the region and makes it possible for the people to obtain such materials for

more affordable prices. The organization assists in defining borders in wars, and also helps to reposition those who are on the side which UNESCO does not desire.

4.2.3 Office of the High Commissioner for Human Rights (OHCHR)

4.2.3.1 History

The OHCHR represents the world's commitment to universal ideals of human dignity. We have a unique mandate from the international community to promote and protect all human rights. Meantly, The United Nations human rights programmed has grown considerably since its modest beginnings some 60 years ago. Organizationally, it started as a small division at United Nations Headquarters in the 1940s.

The OHCHR is a United Nations agency that works to promote and protect the human rights that are guaranteed under international law and stipulated in the Universal Declaration of Human Rights of 1948. The division later moved to Geneva and was upgraded to the Centre for Human Rights in the 1980s.¹⁰ The growth in United Nations human rights activities has paralleled the increasing strength of the international human rights movement since the United Nations General Assembly adopted the Universal Declaration of Human Rights on 10 December 1948.

4.2.3.2 Functions

OHCHR activities section chief responsibility is having. As the principal United Nations office mandated to promote and protect human rights for all, OHCHR leads global human rights efforts speaks out objectively in the face of human rights violations worldwide. And then The OHCHR is divided into organizational units, one of which is the Field Operations and Technical Cooperation Division, where the incumbent will be assigned (Nicholsan 2008, p.4). The Field Operations and Technical Cooperation Division is headed by a Director who is accountable to the High Commissioner. The core functions of the Field Operations and Technical Cooperation Division are as follows (Nicholsan 2008, p.4):

- (a) Developing, implementing, monitoring and evaluating advisory services and technical assistance projects at the request of Governments;

¹⁰ For details see <http://www.ohchr.org/EN/ABOUTUS/Pages/BriefHistory.aspx>, 2014.

- (b) Managing the Voluntary Fund for Technical Cooperation in the Field of Human Rights;
- (c) Providing substantive and administrative support to human rights fact-finding and investigatory mechanisms, such as special rapporteurs, representatives and experts of working groups mandated by the Human Rights Council to deal with specific country situations or phenomena of human rights violations worldwide;
- (d) Planning, supporting and evaluating human rights field presences and missions, including the formulation and development of best practice, procedural methodology and models for all human rights activities in the field;
- (e) Managing voluntary funds for human rights field presences.

Technical cooperating programed is requested by and tailored to the needs of the beneficiary country. Assistance may be provided in the following areas; National Parliaments, legislation, constitution, National institutions, National institutions, Human rights education, Treaty obligations (OHCHR, 2003). Especially causes of organizations in some countries, ex. Colombia, Sierra Leone, Serbia, Cambodia, Bosnia and Herzegovina, and Palestinian.

Also, OHCHR leads the work of the United Nations in preventing and combating discrimination and promoting equality and universal respect for human rights and fundamental freedoms. OHCHR also supports the efforts of national human rights institutions (NHRIs), specialized equality bodies, civil society, individuals and groups facing discrimination. OHCHR continued to provide advice on and support to Member States in the formulation of national policies and programs, including national action plans to eradicate racism, discrimination and promote equality. Support aimed at developing national action plans was provided to Benin, Bolivia, Burkina Faso, Costa Rica, Mauritania, Niger and Nigeria (OHCHR 2003, pp.5-13).

OHCHR organizes reports on child abuse. In one of those reports on June 28, 2011, after the announcements of two new reports on and documentation of child abuse and violations of their rights that had occurred in nursing homes linked to the state in

Brussels, OHCHR and UNICEF started a campaign to end the practice of sending children under three years of age to nursing homes linked to the state. According to reports, more than a million children and adults in Europe and Central Asia, including the European Union, are living long-lasting period's nursing homes often in difficult conditions. According to the reports, hundreds of thousands of disabled babies, are placed in nursing homes where their development is severely hindered. It is stated that many of them are living under very difficult conditions (OHCHR Report, 2012).

Table 4.4 : Number of people we reach

		Number of people we reach					
		Western Europe & North America	Africa & Middle East	Latin America	Central & Eastern Europe, CIS, Balkans	Asia	WORLDWIDE
Care Programs							
SOS families and youth programs		6,200	24,200	15,100	4,600	32,200	82,300 children & young people
SOS family strengthening programs		16,200	96,000	139,300	16,700	84,700	352,500 children & adults
Education and other programs							
SOS Kindergartens		180	14,400	200	700	7,000	22,400 children
SOS Hermann Gmeiner Schools			57,100	5,000	700	46,300	108,100 children
SOS Vocational Training Centers		3,200	4,000	1,100		6,400	14,700 adults
SOS Social Centers		7,500	20,500		57,400	4,100	89,500 children & adults
SOS Medical Centers			699,300			24,000	723,300 single services
			62,600	22,700		5,100	91,400 service days
SOS Emergency Relief Programs			199,900	19,400		200	179,500 single services
			11,400	6,600			17,400 service days
Care Programs							
SOS families and youth programs		142	312	289	144	259	1,147
Education and other programs							
SOS Kindergartens		7	146	3	11	61	222
SOS Hermann Gmeiner Schools			117	4	2	36	182
SOS Vocational Training Centers		9	18	3	1	24	54
SOS Social Centers		94	200	138	96	96	624
SOS Medical Centers		1	95	1		7	74
SOS Emergency Relief Programs			8	6		2	16
							TOTAL 2,319

Source: SOS Children's Villages International Annual Report, 2012.

OHCHR bears the principal responsibility for United Nations human rights activities. The OHCHR mission is to protect and promote human rights for all. OHCHR bases itself on the principle that human rights are universal, indivisible, interdependent and interrelated. All rights: civil, cultural, economic, political and social should be given equal emphasis and promoted and protected without discrimination (OHCHR 2003, pp.23-24).

4.2.4 Other Institutions

Children and Armed Conflict

Since the World Summit for Children in 1990, the United Nations has increasingly sought to draw international attention to the horrendous plight of children affected by armed conflict. The mission of the institution is “To promote and protect the rights of all children affected by armed conflict”¹¹. Actually aims of this office aims are as follows:

- The Special Representative serves as a moral voice and independent advocate for the protection and well-being of boys and girls affected by armed conflict.
- The Special Representative works with partners to propose ideas and approaches to enhance the protection of children and armed conflict and to promote a more concerted protection response.
- The Special Representative and her Office advocate, build awareness and give prominence to the rights and protection of children and armed conflict.
- The Special Representative is a facilitator, undertaking humanitarian and diplomatic initiatives to facilitate the work of operational actors on the ground with regard to children and armed conflict.

The Office of the Special Representative does not have a field presence but promotes and supports the efforts of operational partners. So, the basic idea children not soldiers. Parties to conflict listed in the Secretary-General’s annual report on children and armed conflict are requested by the Security Council to develop action plans to address grave violations against children. It signed action plans, Afghan National Security Forces (ANSF), Armée Nationale Tchadienne (ANT), Moro Islamic Liberation Front (MILF), Uganda People’s Defense Force (UPDF) etc. These sanctions include arms embargoes, asset freezes, and travel bans. Apart from these, the areas of interest to girls, guns and conflict.

2013 Annual Report of the Secretary-General on children and armed conflict presents information about grave violations committed against children in 22 country situations

¹¹ http://childrenandarmedconflict.un.org/about-us/_2014.

(OHCHR 2013). These countries are Egypt, Colombia, Mali, Cote d'Ivoire, Libya, Chad, Sudan, South Sudan, Central African Republic, Democratic Republic of the Congo, Yemen, Ethiopia, Syrian Arab Republic, Iraq, Afghanistan, Pakistan, India, Myanmar, Thailand, and Philippines.



Figure 4.3 : Countries where children are affected by armed conflict

Source: <http://childrenandarmedconflict.un.org/countries/children-and-armed-conflict-interactive-world-map/>, 2014.

These countries are Egypt, Colombia, Mali, Cote d'Ivoire, Libya, Chad, Sudan, South Sudan, Central African Republic, Democratic Republic of the Congo, Yemen, Ethiopia, Syrian Arab Republic, Iraq, Afghanistan, Pakistan, India, Myanmar, Thailand, and Philippines.

Hope for the Poor Children

Hope for the Poor Children, is a non-profit Organization under the non-profit of New York State.¹² Focused on sustainable grassroots projects that provide long-term results to Haiti's current problems. This Office work directly with the communities, serve in order to make them active and accountable for their own progress.

This institutions take in abandoned children in our orphanages in order to their offer a better future. This Vision as a non-profit is to help orphans poor children in Haiti.

¹² http://www.hopeforthechildren.org/about_us.html, 04.2014.

Objectives is to provide shelter, school supplies, materials for recreation and others. Currently it is working in Brooklyn, NY on collecting donations of the self-reported needs of the orphanages. Both of these orphanages have legal registrations with the Haitian Government and also our Elementary school. Hope for the poor children believes that the best way to provide assistance is through education and sustainable projects. This Office Works actually sponsor system. They say, when you sponsor a child, you can transform a life, please act now to help save a life.

UN.GIFT.HUB Global Initiative to Fight Human Trafficking

The UN.GIFT was conceived to promote the global fight on human trafficking, on the basis of international agreements reached at the UN. To date, 140 parties have signed the Protocol to Prevent, Suppress and Punish Trafficking in Persons especially Women and Children, which supplements the Palermo Convention against transnational organized crime. UN.GIFT was launched in March 2007 by the International Labor Organization (ILO), the Office of the United Nations High Commissioner for Human Rights (OHCHR), the United Nations Children's Fund (UNICEF), the United Nations Office on Drugs and Crime (UNODC), the International Organization for Migration (IOM) and the Organization for Security and Cooperation in Europe (OSCE)¹³.

UN.GIFT aims to mobilize state and non-state actors to eradicate human trafficking by reducing both the vulnerability of potential victims and the demand for exploitation in all its forms; ensuring adequate protection and support to those who fall victim; and supporting the efficient prosecution of the criminals involved, while respecting the fundamental human rights of all persons. Nowadays, UN.GIFT aims to work with the private sector to identify policy measures and corporate strategies to prevent and combat human trafficking. Also UN.GIFT, UN Global Compact (UNGC), ILO and IOM are developing a publication targeting the private sector to increase awareness on human trafficking and assist companies in addressing the problem of trafficking in human beings.

This publication will show how human trafficking relates to companies and presents "business cases" for taking steps to prevent and combat human trafficking.

¹³ <http://www.ungift.org/knowledgehub/en/about/index.html>, 2014.

Some organizations apart from these are:” Variety, the Children's Charity”, The Federation for Children with Special Needs, Human Rights Watch, National PTA Every Child One Voice, Child Right International Network (CRIN), Ark of Hope for Children, The Office of the United Nations High Commissioner for Refugees (UNHCR), The Committee on the Rights of the Child (CRC), SOS Children Villages USA, etc.

5. CHILD ABUSE IN TURKEY

5.1 Children in Turkey

Children rights and abuse are two of the most important issues of our time and finding a solution is just as important. In order to investigate the historical development of the child and children's rights in Turkey, the Reorganization or Reform period needs to be studied. During the Ottoman era, adolescents were enrolled in craft schools. This was more to teach them morals and manners than the craft (Demir 2010, p.554). A stooge-master apprentice-headworker relationship was embodied and with friendly ties like a father-son relationship decent skillful young people were raised (Demir 2010, p.554). In those days, children started as stooge and headworkers and worked their ways up to become masters. The Ottoman state was a charity state. In addition, during the Ottoman Empire, when social assistance and solidarity was of great importance, religious, social, political, economic, cultural and military charity organizations were providing service for the needy in the society, the society (Karataş 2015, p.2).

Those foundations provided significant help for the needy in the society, especially women, children, the elderly and the disabled. In the late 18th century, just in Istanbul, 30,000 needy people were served meals in almshouses every day (Karataş 2015, p.2). During the Reign of Mahmud II the central the government took charge and started giving those services in 1826. However, it is unaware of the social problems that were to occur after the European Industrial Revolution began in the 19th century during the Ottoman era. Nevertheless, some measures were taken for the protection of children orphaned due to poverty, wars and migration by establishing institutions (Karataş 2015, p.2). Historians have noted that child adoption had been practiced in pre-Islamic Turkish societies (Salim 2011, p.34).

This foundation system is the promotion and teachings of the divine commandments of Islam for the protection and defense of the poor, the needy and the homeless (Salim 2011, p.33). These protection policies emerged more seriously particularly in the Reforms era in the 19th century. Institutions were established for thousands of war orphans and for the homeless. Socially and economically troubled days began with the

migration of four million people to Anatolia (Salim 2011, p.36) after WWI. Black markets, prostitution and drug addiction increased and affected a lot of children.

Many institutions were established for children in need of protection during the period from the Reform up to the Republic eras. Some of those were Orphan Funds (Salim 2011, p.37). They invested the properties and capitals of the orphaned children and thus ensured their monthly income. In 1822 correctional facilities, namely 'islahhane', were established to protect disobedient or mischievous orphans. They had a setup similar to today's vocational schools, where children were provided with boarding and education. '*Darüşşafaka*' was basically established with different names in 1864 and got their current name in 1953 (Salim 2011, p.39). Still in operation today, the aim of the organization is to support orphans' education and social security. Other such institutions are *Hamidiye* Pediatric Hospital established in 1899, *Fukaraperver* Society in 1908 and *Darülhayr-ı Ali* which was an orphanage with a capacity of 4,000 during the Ottoman Empire in 1899. Hospices called '*Darülaceze*', which were opened in 1886, still continues to provide service today. '*Darüleytam*' (orphanages), established after Ottoman-Russian War in 1877-1878, tried to provide particular solutions for disabled children as well (Salim 2011, pp.40-44). Apart from these, many other institutions were opened also. After the proclamation of the Turkish Republic, modern child protection policies began to be adopted. Under Article 151 passed in Turkey in 1921, children under the age of 18 were prohibited from working in mines (Demir 2010, p.556). Turkish Civil Code was adopted in 1926 (Salim 2011, p.47) and thus, child custody and guardianship issues were defined. At the same time in the year 1926, amendments were made in law 765 of the Turkish penal code for the protection of children.

With the proclamation of the Republic of Turkey, children's hunger, poverty, neglect, and survival became prioritized policies in the country. TÇEK-*Türkiye Çocuk Esirgeme Kurumu* (Turkey Child Protection Agencies) were supported by the state. In 1960s and 1970s the number of institutions increased and child care began to be controlled by the state. The Law on the Establishment, Duties and Procedures of Juvenile Justice was passed on July 11, 1979 and enacted on January 06, 1982 (Zeyrek 2008, p.62). The most

significant of policies aimed at protecting children in Turkey is the SHÇEK-*Sosyal Hizmetler ve Çocuk Esirgeme Kurumu* (Social Services and Child Protection Agency). SHÇEK fulfills its main duty, namely child protection, according to the 1982 Constitutional corporate law 2828 and Child Protection Law 5395 (Salim 2011, p.67). Our Constitution adopted in 1982 also included articles on child protection. The Article 10 of our constitution declares ‘All individuals are equal without any discrimination before the law, irrespective of language, race, color, sex, political opinion, philosophical belief, religion and sect, or any such considerations.’¹⁴ In a constitutional referendum in 2010, which specific measures were taken for children with the amendment made declaring that ‘*measure enacted to protect children, elderly people, disabled people, widows and orphans of martyrs as well as for invalid and veterans will not be interpreted as contrary to the principle of equality*’(BBC News 2010). Articles 41, 42 and 58 of the Constitution also discuss the measures to be taken for children and adolescents. Again Article 61¹⁵ requires the state to resettle children in society by saying that:

The State shall take measures to protect the disabled and secure their integration into community life... The State shall take all kinds of measures for social resettlement of children in need of protection... To achieve these aims the State shall establish the necessary organizations or facilities, or arrange for their establishment by other bodies.

The United Nations Convention on Rights of the Child was adopted on November 20, 1989, however, it came into force in 1990. Turkey became one of the signatories of this convention by ratifying it in 1990 and made it a part of national legislation by passing article 4058 in 1995 (Salim 2011, p.66). In order to promote international togetherness and awareness among children worldwide, November 20 is accepted as the Universal Children’s Day (TÜİK 2012, p.15) or Children’s Rights Day. In addition, April 23 is solely celebrated in Turkey as Child’s Day. As a gift to children by Mustafa Kemal

¹⁴ https://www.tbmm.gov.tr/develop/owa/tbmm_internet.anasayfa, 03.2014.

¹⁵ <http://www.turkhukuk sitesi.com/mevzuat.php?mid=5549>

Atatürk, the founder of the Republic of Turkey and 'April 23 National Sovereignty and Children's Day' in Turkey was celebrated for the first time in April 1929. Social Services and 'Child Protection Agency' in Turkey are still active under the supervision of the prime minister. The aims of Article 2828 of the Turkish legislation (Cebe 2005, p.51), adopted in 1983 still in force, is as follows:

The aim of this Law is to regulate the principles and procedures of the establishment, responsibilities, authorities, accountability, activities and revenues of the social services agencies providing services to people in need of protection, care and assistance to children, the handicapped, the aged, and others.

The concepts of 'social services', 'vulnerable child' and 'needy elderly' mentioned in the Act' are explained as follows: Social services are to carry out educational and research programs in order to help the people in distress in the community to take advantage of the opportunities provided to them or the ones that they already have, in the best possible way¹⁶. The concept of 'a child in need of protection' in law 2828 (Cebe 2005, p.52) is:

...one whose physical, mental and moral development or personal security is at risk; 1. is motherless or fatherless or both, 2. Whose mother or father or both are unknown, 3. Abandoned by one or both parents, 4. Neglected by one or both parents, and left vulnerable and dragged into to any kind of hazard or bad habit such as prostitution, begging, use of alcohol or drug' (Salim 2011, p.15). The protection of children with disabilities and in need of care has been assured by guaranteed by law No. 5378. The concept of 'needy elderly' refers to socially and/or economically deprived senior citizens in need of protection, care and assistance.

Additionally, organizations and institutions serving this purpose in Turkey are: Kindergartens, orphanages, day care centers, care and rehabilitation centers, child and youth centers, community or family counseling centers, family counseling or rehabilitation centers, multi-purpose social service agencies, and children's homes (Cebe

¹⁶ (<http://www.bakimliyiz.com/meslekler-rehberi-ve-meslek-secimi/42947-sosyal-hizmetler-bolumu-nedir-sosyal-hizmetler-bolumu-hakkinda.html>, 25.03.2014

2005, pp.52-54). Orphanages are divided into two age groups: one for children and adolescents between 0-12 years of age and the other for children aged from 13 to 18 years [181]. Child and adolescent orphanages operating under SHÇEK are categorized under 0-6 and 7-12 age groups (Koşay 2013, p.22). Also, the number of children given protection services at child orphanages increased from 7,485 in 2001 to 10,203 (Salim 2011, p.98). The orphanages for children aged between 13 and 18 care, protect and help them to learn a profession.

While 9,904 children in this age group were provided services at 96 centers in 2001, those figures increased to 10,000 children and 105 centers in 2009 (Salim 2011, p.98). In addition, children's homes are the healthiest and most up-to-date residential care models in the creation of public child protection systems in Turkey (Salim 2011, p.99). Children's homes were opened with 31 centers in 2006 and were expanded to 160 units by the end of 2009 (Salim 2011, pp.99-100). Social services are working on a 24/7 basis (Salim 2011, p.101). People in need of protection due to their special conditions in society, such as the disabled, immigrants, refugees, asylum seekers, ex-convicts, vulnerable children etc., are also given support in this system. Also in Turkey, various plans and programs are implemented by social services, local governments, and civil society organizations and by the central government. However, the most effective is SHÇEK leading among many organizations in 81 provinces. The following table shows the statistics of help given to children by the Ministry of Family and Social Policies each month. The number of the most affected group, children who receive support while living with their families, is about 43,000, followed by adopted children at 12,851 (Salim 2011, p.85).

Table 5.1 : 2015-January Statistics by Directorate General of Children's Services

YEAR: 2015

MONTH: JANUARY	NUMBER OF ORGANIZATIONS	NUMBER OF VIEWED IN CHILDREN
Day-care Center (0-12)	10	452
Orphanages (13-18)	20	460
Day-care Center and orphanages of girls (0-18)	7	283
religes of refugees for day-care center	4	93
Love Houses (for children)	75	3,601
Children Houses	1,015	5,063
Child Support Centers (ÇODEM: KBRM+BSRM+ÇOGEM)	62	1,088
TOTAL	1,193	11,040
SUPPORT CENTERS FOR CHILDREN		NUMBER OF CHILDREN
Viewed in children		11,040
Besides the family support for children		57,307
Returned to Family		10,577
To adopt a child		13,666
taken care by the protecting family		4,087
the protecting family number		3,333
special creche and rescue homes		1,955

Source: <http://cocukhizmetleri.aile.gov.tr/data/544e2899369dc318044059c3/Ocak.pdf>, 20.01.2015.

Public policies implemented by SHÇEK for the child protection system have been shaped by the law, regulations and statutes. These policies are focused on family-based or institutional care. In family care-focused cases, in order for children to be raised with their families, SHÇEK primarily strengthens the families by educating, consulting and providing them with social assistance. They also provide several 'preventive and supportive measures' (Aile ve Sosyal Politikalar Bakanlığı n.d.). It is necessary to discuss street children in Turkey, orphans, child brides and juvenile crime in Turkey.

While street children in Turkey were referred to as 'children under the bridge' in 1960s, they are now called 'thinner addicts', especially by the media. According to Başpınar, no matter how differently street children may be referred to as in different countries, or

however different their backgrounds and stories may be, one common similarity is highlighted in researches (Başpınar 2009, p.52). This similarity is the gathering of street children and forming groups. They live in old building, bus terminals, work and live as a group. They have group solidarity (Garip 2007, p.9). There are children who live and have to, or are forced to work on the streets. The usual reasons for this, in addition to being financial, are considered to be: lack of education of their parents, domestic violence, sexual and physical abuse, failure of the social security system, traditional view of working children at home, in the farm or on the streets as normal, excessive number of children in the family, lack of love, neglect and children's lack of education.¹⁷ Poverty is the biggest source of these problems. UNICEF categorizes street children in three groups: Street Candidate Children, Children in the Street and Street Children. According to Başpınar (2009, p.55), UNICEF's identifying Street Candidate Children in a separate category is the most important point that paves the way for providing protective and preventive services. Essentially, it is not possible to consider all street children in a single group. It is possible to categorize street children based on the reasons for being on the street, their environments, their behavior, habits, etc. These are children residing and spending 24 hours a day on the street and the most endangered children (Garip 2007, p.9). Child beggars are forced to beg either by their families or abductors. These children can be mistaken for street children.

However, child beggars either have families or have been kidnapped. These children should be monitored separately. Nevertheless, the municipality police are not doing much on this issue in Turkey (Garip 2007, n.d., xp.9). There are also street gangs. These kids are over 15 years old and are usually organized. Substance abuse and aggressive behavior are their most prominent features. Some of these children live with their families (Garip 2007, p.10). Stray children should not be forgotten. They are those children who escape from home or school and wander off daily.

Although some may return home at nightfall, many of them stay out at night without permission, which creates the atmosphere for them to be influenced by street gangs (Garip 2007, p.10). Street-working children or children forced to work go back to very

¹⁷ For details see <http://www.cocukhizmetleri.gov.tr/tr/html/10585>, 27.03.2014.

old times. Children worked either in farms or started working for small local businesses as apprentices. Children who begin to work at the age of ten, are either forced or neglected by their families or do not have families. It is estimated that at least 42,000 children work or live on streets in Turkey. The majority of these children come from families that have flocked to the city (UNICEF 2006). UN poverty index indicates that 20% of the population in Turkey live in conditions of poverty or insufficiency. The number of poor children is 6 million (Çocuk Vakfı, n.d.p.87). The number of children under protection in Turkey is 16,595 and the number of disabled children included is low. The number of orphans and kinless children is around 800,000 (Çocuk Vakfı, n.d.p.87).

Table 5.2 : Rates of working children in 2006-2012

Indicators	2006 ⁽¹⁾		2012	
	(October-November-December) (Thousand)	(%)	(October-November-December) (Thousand)	(%)
Population (6-17 age)	15 025	-	15 247	-
Employed (6-17 age)	890	100.0	893	100.0
Age group				
6-14	285	32.0	292	32.7
15-17	605	68.0	601	67.3
Sex				
Male	601	67.5	614	68.8
Female	289	32.5	279	31.2
Settlement				
Urban	490	55.1	400	44.8
Rural	400	44.9	493	55.2
Branch of economic activity				
Agriculture	326	36.6	399	44.7
Industry	275	30.9	217	24.3
Services	289	32.5	277	31.0
Status in employment				
Regular or casual employee	505	56.7	470	52.6
Self employed	24	2.7	10	1.1
Unpaid family worker	362	40.7	413	46.2
Employment rate (6-17 age)				
6-14	-	5.9	-	5.9
15-17	-	2.5	-	2.6
	-	16.6	-	15.6

⁽¹⁾ Results of the 2006 Child Labour Surveys were revised according to 2008 based population projection.

Note: Figures in table may not add up to totals due to rounding.

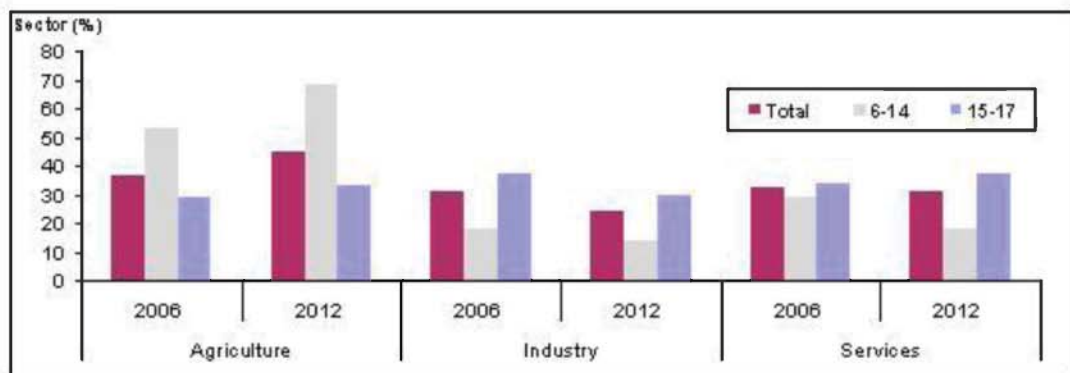
Source: TÜİK, ‘İstatistiklerle Çocuk 2012’, s.69, file:///C:/Users/IdeaPad/Downloads/-4709516786006208026..pdf

According to the child labor survey conducted in October, November and December 2012 in Turkey, the number of children aged 6-17 is 15,247,000. The rate of working children was 5.9%. The proportions of working children between the years 2006-2012 are given in the Table 5.2 given above. 49.8% of employed children (6 -17 age group) were attending school, while 50.2% of those did not.

In between 6 and 14 age group, 81.8% of employed children and in between 15 and 17 age group, 34.3% of employed children were attending school. Provincial rankings of

street children is also very different. Istanbul, Diyarbakir, Adana, Izmir, Ankara, Bursa and Gaziantep have the most number of children working on the streets. The figure exceeds 5,000 children in Istanbul. Furthermore, while the rate of children in urban areas is 4%, this rate is 15% in rural areas. Working hours are also higher in rural areas. The average weekly working hours in are 45 and 30 in urban and rural areas respectively. In 2012, the proportion of children working in agriculture was 44.7%, in industry 24.3% and 31% in the service sector (TÜİK 2012, p.69).

Table 5.3 : Employed children by sectors, 2006-2012



Source: Çocuk Vakfı, “Dünya Çocuk Gününde Yeni binyılın Dünya Çocukları Sayısal Çocuk Uyarı Raporu”, p.7, <http://www.cocukvakfi.org.tr/>

The majority of working children have been forced to leave school. However, 50% of the children working in Turkey would like to continue their education. More boys go to school in rural areas. In addition, 80% of the population in Turkey are covered by social security; however, 13-year-old children who have to work are deprived of social security until they are 18 years old. Also, 57% of working children work under unsafe and unhealthy conditions, and the fathers of 17.9% of them are unemployed (Çocuk Vakfı n.d., p.7). Juvenile Delinquency is another problem in Turkey. However different the concepts of children and crime might be, Judge Yusuf Balo touches on the moral elements of delinquencies committed by children in the best possible way. According to Balo, when the same lawless act is committed by an adult and a child, the real meaning of the moral element in juvenile delinquency is not demonstrated to a full extent (Mumcu 2006, p.34).

In cases where a child is a victim, the legal system has issued sufficient sentences to protect the child. In the Turkish Penal Code (TCK), aggravated life imprisonment is

imposed (Article 85) for deliberate murder of a child (Salim 2011, p.82). Moreover, tricking, encouraging or forcing a child to commit suicide is equivalent to deliberate murder and punishable as such. Also causing a miscarriage, abortion and sterilization are all considered crimes (articles 99-101). According to article 234, abduction and detention of children are also considered crimes. Even with the child's consent, if the family or the authorized person is not notified, criminal proceedings shall be carried out (Salim 2011, p.82). Articles 232 and 233 specify that the harm of a child by individuals responsible for the child, their neglect, education, health and other such issues will be punished. Also the father is responsible towards the child and his/her mother, and in case he abandons them and does not fulfill his material and more responsibilities, he will be punished (Salim 2011, p.83). The law views sexual abuse of children especially as a crime against humanity. Sexual abuse of children is punishable with aggravated life imprisonment. In addition, in the case of sexual abuse of children under the age of 15 the victim does not need to sue the perpetrator. Public prosecution will be opened directly (Salim 2011, p.83). In many laws in Turkey it has been tried to observe child rights and with several laws it has also been tried to act according to the concept of child in criminal proceedings. The sale of hazardous substances to children, child trafficking, child related organ trafficking, child abuse such as torment or torture are qualified as serious crime in the Penal Code and punishable by imprisonment (Salim 2011, p.84). In addition, the juvenile justice system within the child protection system is as follows: Juvenile Justice System, Criminal Court Procedure Law, Probation and Assistance Centers either Protection Boards Act, Law on the Execution of Sentences and Security Measures, RTÜK *Radio ve Televizyon Üst Kurulu* (Radio and Television Supreme Council) law , RTÜK regulation, the Press Law, Police General Directorate of Children's Branch / Bureau Establishment, Duties and Operating Regulations and is made according to the Turkish Penal Code (Salim 2011, p.84). The first step was taken with the Juvenile Court Act in 1987 was significant for children between 11 and 15 years of age. During that time, children in the 16-18 age group were treated as adults (Çocuk Vakfı n.d., p.8).

However, children were not sentenced to death or life imprisonment. There were not enough juvenile courts in cities with 100,000 populations and with the lack juvenile

courts, juveniles were tried in adult courts. The trial of children in regular courts or *Devlet Güvenlik Mahkemesi* (State Security Court) is a violation of children's rights. These cases generally occur as a result of forced labor of children, leaving school, or committing an offense due to poverty and lack of love. Twenty five percent of the children aged between 0 and 18 in Turkey are at poverty borderline. In addition, the majority of poor children live in big cities and villages. Based on the results obtained on a research called 'income and living conditions survey' made by TSI in 2011, 16% of the boys and 16.2% of the girls below the poverty line. Poverty rates based on age groups 0-5, 6-13 and 14-17 were 10%, 15% ND 7.2% respectively (TÜİK 2012, p.72).

Table 5.4 : Regional disparities in child poverty

Region	Child Poverty (%)	#of Poor Children	#of Children per HH
Southeastern Anatolia (Gaziantep-Şanlıurfa- Mardin)	53.7	1.403.089	2.94
Central Eastern Anatolia (Malatya- Van)	45.7	569.838	2.84
Northeastern Anatolia (Erzurum- Ağrı)	42.3	290.879	2.49
Mediterranean (Antalya- Adana- Hatay)	23.6	549.669	1.80
Central Anatolia (Kırıkkale- Kayseri)	21.5	208.651	2.00
Western Black Sea (Zonguldak- Kastamonu- Samsun)	21.5	220.513	1.86
Western Marmara (Tekirdağ- Balıkesir)	15.7	95.439	1.54
Aegean (İzmir- Aydın Manisa)	11.7	221.608	1.62
Eastern Black Sea (Trabzon)	13.7	77.465	1.78
Western Anatolia (Ankara- Konya)	9.1	143.108	1.75
Eastern Marmara (Tekirdağ- Bursa)	6.4	92.819	1.73
Istanbul	4.1	116.41	1.72

Source: TURKSTAT Income Distribution and Life Conditions Survey, TEPAV calculations.

These poverty rates vary with regions. Istanbul has the highest, followed by the Aegean and the West regions. The following table shows regional disparities in child poverty

data for poor children;

Table 5.5: Satisfaction of children’s basic needs in high and low-income families

QUESTION	ANSWER	BOTTOM 20%	TOP 20%
Having new clothes	No, Financial difficulty	70.3	14.0
Having two pairs of shoes in decent condition	No, Financial difficulty	74.7	13.4
Eating fresh vegetables and fruits once a day	No, Financial difficulty	69.3	13.1
Eating three meals per day	No, Financial difficulty	28.5	3.4
Eating chicken, meat or fish once a day	No, Financial difficulty	88.9	33.1
Having books at home appropriate for children's age	No, Financial difficulty	65.6	9.1
Having material for outdoor leisure activities (bike, rollerscate etc.)	No, Financial difficulty	77.6	17.4
Having educational toys (legos, checkers etc.)	No, Financial difficulty	78.8	16.9
Partipation into a regular leisure time activity (swimming, summer school etc.)	No, Financial difficulty	72.1	26.6
Special day events (birthday, festivals etc)	No, Financial difficulty	65.2	15.5
Inviting friends over a game or meal	No, Financial difficulty	61.8	12.8
Partipation into paid school trips	No, Financial difficulty	69.6	19.8
Having a room suitable (quiet and well-lit) for studying for children attending school	No	66.3	15.0
Presence of a safe area for playing outside	No	52.7	41.8
Inability to go to a doctor when needed	Yes, at least once	66.3	8.2
Reason for not going to a doctor (if previous question ws answered yes)	Financial difficulty	88.6	68.9
Inability to go to a dentist when needed	Yes, at least once	21.0	6.0
Reason for not going to a dentist	Financial difficulty	90.8	71.4

Source: TURKSTAT Income Distribution and Life Conditions Survey, TEPAV calculations.

Children’s education should be examined carefully. Education is for training children for a better future. According to UNICEF data, 130 million children in developing countries will be deprived of basic education (Garip 2007, p.10). Özsoy emphasizes on education

as being is a long term investment for people, as well as being the means to discover individuals' creativities and talents and highlights the importance of these in the development of people. Özsoy has pointed out that one can realize what one is capable of doing by getting to know oneself through education. He has emphasized on how important education is. Education system in Turkey are expressed as 1 year. Those leaving before this year, will be considered secondary school graduates. The education system stages starts with nursery school. Primary is the first and the second stages are divided into primary and secondary and followed by one year of high school and completed. This is a measure taken to prevent forced termination of school attendance. University education is the next a final stage after high school. There still remain difficulties in the 12-year system of compulsory education. Villagers benefit the least from preschool education (Çocuk Vakfı n.d., s.9). 60% of the village children graduate studying nothing but elementary school books. This early childhood development suggests that those children are not fully developed.

Turkey has a 145,000- classroom shortage (Çocuk Vakfı n.d., s.9) compared to world average and the classes that exist are too crowded, which results in lack of gaining full benefit from education. The gross enrollment rate in secondary education has remained at 60.9%: a rate of 68.6% for boys and 52.7% for girls. Furthermore, education rate of girls drops as the duration of education increases (Çocuk Vakfı n.d., s.10). The level of education is very important for knowledgeable and responsible children. Article 28 of the Convention states that all children have the right to education without any discrimination; and a framework determining the quality of education is presented (Aktürk 2006, p.42). According to TUIK, *Türkiye İstatistik Kurumu* (Turkish Statistical Institute), statistics on education in Turkey for 12 years of education in 2012-2013 as follows in Table 5.6 as given below.

Table 5.6 : Statistics on education in Turkey 2012-2013 data for 12 years of education

Primary School								
Net Schooling Ratio (%)	Number of Schools	Number of Teachers	Number of Students	Number of Classrooms	Number of division	Number of students per school	Number of students per division	Number of students teacher
98.86	29169	282043	5593910	234920	251027	192	22	20
Junior High School								
Net Schooling Ratio (%)	Number of Schools	Number of Teachers	Number of Students	Number of Classrooms	Number of division	Number of students per school	Number of students per division	Number of students teacher
93.9	16987	269759	5566986	124584	193079	306	27	19
Secondary Education								
Net Schooling Ratio (%)	Number of Schools	Number of Teachers	Number of Students	Number of Classrooms	Number of division	Number of students per school	Number of students per division	Number of students teacher
70.06	4214	119393	2725972	129566	170184	382	23	16

Source: TÜİK, resmi Web Sitesi: http://www.tuik.gov.tr/PreTablo.do?alt_id=1018,29.03.2014.

Nevertheless, the level of education in Turkey has not reached the desired point yet. The Ministry of Education has been the most controversial ministry in the last 10 years. Country-wide education management has not been able to get over the existing trust issues and so it has not been successful. In Turkey, the Ministry of Health and specifically Family Doctors deal with health issues. From birth, vaccinations are given to children either at home or health centers by family physicians. In addition, families and especially mothers are given education on such matter like breastfeeding and child care. In 2011 vaccination rate of children had increased to 95% compared to the previous year's (TÜİK 2012, p.24). Unfortunately, considering the prevention methods in maternity, the rate of sudden mortality of mother and child in Turkey is quite high. Infant mortality rate is at 33.7% of the total death rate (1999). Infant mortality rates in cities and rural areas are 23.3% and 49.5%, respectively. Infant mortality rate had dropped to 11.6% in 2012. Also, according to data analyzed in 2001, the greatest number of infant deaths occurred in the Southeastern Anatolia Region (TÜİK 2012, p.28).

While some infant mortalities are caused by genetic disorders, fetus and post-birth malnutrition of infants is the biggest contributor to sudden infant mortality. Furthermore, other reasons could be the exposure of mother to violence during pregnancy as well as lack of education of parents. Maternal deaths in the same proportions are also caused by the same reasons. Fortunately, maternal mortality rate in Turkey has dropped 75% in the last 25 years. In the meanwhile, it is reported that 3,000 Turkish children start smoking every year and the age in this regard has dropped down to 11 years old. These are the statistics of children living with their families. However, street children are the most vulnerable group when health is concerned. According to Article 6 of the Convention, "children have the right to live. Governments should ensure that children survive and develop healthily"¹⁸. In spite of all these efforts, street children suffer from hunger, carry heavy loads and are subject to various accidents which in turn cause malnutrition, short stature, weakness and various diseases.

As a result, street children should also be covered by education and health services and the government should demonstrate the sensitivity required in this regard. One other main problem is violence. Children are exposed to violence in Turkey. Studies have shown that children witness violence at home, schools and their communities, and are even victims of violence (UNICEF 2011, p.59). According to a survey conducted in Turkey in 2006, 17% fathers and 35% of mothers as parents of children in the 3-17 age group admitted to beating their children as a punishment at home. Some parents admitted to locking their children in a room, scaring them, shouting at them or even physically punishing them (UNICEF 2011, p.60). The majority of parents reported that they used such methods in order to discipline and control their children. Violence leads to mental problems in children and harms their environment and themselves. Physical violence may also cause permanent damage to the children. Types of violence experienced by children out of home can be bullying and gang wannabe behavior in schools or school environment.

¹⁸ For details see <http://www.turkceninrenkleri.org.tr/TR/Genel/BelgeGoster.aspx?F6E10F8892433CFFAAF6AA849816B2EFC0671D8648333F35>, 29.03.2014.

Table 5.7 : Types of Punishment

TYPES OF PUNISHMENT		NUMBER	TOTAL	%			
				NEVER	SOMETIMES	OFTEN	NOT CARE
Grounding	Mother	3828	100	90,4	8,6	0,2	0,8
	Father	3718	100	92,7	5,4	0,3	0,6
Cutting off pocket money	Mother	3838	100	82,1	14,5	0,7	1,7
	Father	3750	100	84,8	13,3	0,8	1,1
No talking for a while	Mother	3835	100	76,2	21,7	1,8	0,4
	Father	3727	100	86,1	12,8	0,6	0,5
No giving what he wants for a while	Mother	3832	100	72,1	26,1	1,4	0,4
	Father	3729	100	78,4	20,3	0,8	0,6
Smacking	Mother	3839	100	65,8	28,7	1	0,5
	Father	3732	100	78,5	20,3	0,7	0,6
Confiscating	Mother	3839	100	68,1	29,7	1,8	0,5
	Father	3732	100	73	25	1,3	0,7
Mobile phone ban	Mother	3835	100	66,1	20,5	1,3	25,1
	Father	3726	100	68,4	20,1	1	23,5
TV ban	Mother	3837	100	62,1	29,2	3,4	0,4
	Father	3730	100	68,2	28,8	2,5	0,5
Internet ban	Mother	3835	100	58,9	17,3	4,2	19,6
	Father	3729	100	62,3	15,6	3,5	18,7
scolding	Mother	3838	100	41,7	50,7	7,4	0,2
	Father	3727	100	49,5	44,7	5,4	0,4

Source: TÜİK, “İstatistiklerle Çocuk 2012”, file:///C:/Users/IdeaPad/Downloads/-4709516786006208026.pdf

Table 5.7 shows the penalties parents gave their children in 2011. Proportion of fathers who never prefer to lock their children in their room is 93.7%. Same rate for beating their children is 86.8% followed by 86.6% for secluding their children from their friends. Child brides are another serious issue in Turkey. Article 16.2 of the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), also ratified by Turkey, states that “The betrothal and marriage of a child shall have no legal effect, and all necessary action, including legislation, shall be taken to specify a minimum age for marriage” (UNICEF 2011, p.106). Child marriage affects girls the most. Child brides are separated from their families and friends, exposed to domestic violence and deprived of education. Prior to 2002, minimum ages for marriage for girls and boys in Turkey were 17 and 15 respectively.

In 2002, the minimum age for marriage of girls was raised to 17 also. If allowed by a judge, minimum age in exceptional circumstances is 16 (UNICEF 2011, p.106).

It is believed that girls are going to be affected by the 12-year compulsory education law passed in 2012 and thus, marriage rates are to be increased. Apart from official (civil) marriages, we also have (*nikâh* in Turkish) religious marriages. However, since religious marriages are not officially acknowledged by the state, children cannot receive any support or assistance from the government in case of trouble. This issue is accepted, for Turkey is Turkish society is patriarchal. Especially in some regions, children under 15 are married. While child pregnancy rate is especially high at 10% in Central and Eastern Anatolia, the lowest rate is at 3% in the Black Sea region (UNFPA n.d., pp.2-4). Moreover, child brides usually live with the family of the groom and hence, married children suffering from physical and sexual violence are between 15 and 24 years old. They are not allowed to continue their education and do not have the right of say, either (UNFPA n.d., pp.2-4).

Table 5.8 shows that the majority of adolescents give birth in public sector health facilities. There was a remarkable decrease in home deliveries from 1998 to 2008. Births by cesarean section have more than doubled for adolescents, from 14% in TDHS-1998 to 29% in TDHS-2008. Many institutions concerning children in Turkey, such as ‘Let’s Go to School, Girls’, ‘Send Me to School, Dad’ and ‘Let’s Not Send Away Brides’, have started campaigns, hoping to reduce the rates of child marriages and school dropouts. With this regard, according to data published by TÜİK, the rate dropped from 8.1% in 2003 to 6.7% in 2012. These projects have helped to reveal the fact of child marriage to some extent. Today, there is no use of child soldiers in Turkey; however, military service is compulsory according to conscription law. The eligibility age for military service is 19 and recruitment 20. Additionally, there is no voluntary military service in Turkey, but in some cases, military service can be paid for. However, during mobilization, all males of 19 years and older are drafted mandatorily (Polat and Göldoğan, n.d., p.110).

Table 5.8 : % distribution of adolescents by pregnancy status&basic characteristics

Percent Distribution of Adolescents by Pregnancy Status and Basic Characteristics (Turkey DHS-1998, DHS-2008)				
	1998		2008	
	Adolescents with at least one pregnancy	Number of Adolescents	Adolescents with at least one pregnancy	Number of Adolescents
Characteristics of Adolescent	All (%) Married (%)	All Married	All (%) Married (%)	All Married
AGE				
15	1.8 *	305 8	0.4 *	394 3
16	2.2 *	372 24	2.5 *	382 15
17	9.2 (67.4)	347 47	4.6 (52.5)	297 26
18	16.7 70.6	396 94	11.0 75.8	388 56
19	24.4 79.4	301 92	14.1 59.2	342 79
Place of residence				
Urban	9.7 65.9	1034 152	5.4 60.6	1350 119
Rural	12.4 74.3	686 114	9.8 68.5	443 61
Region				
West	9.3 67.1	539 75	5.9 63.8	679 63
South	11.6 (69.7)	261 43	5.0 *	250 20
Central	12.7 69.0	380 70	8.6 (61.4)	315 42
North	6.7 *	136 16	5.1 *	109 10
East	11.6 75.8	404 62	6.4 (67.2)	476 44
Educational Level				
No education/ Primary incomplete	22.5 82.0	183 50	18.7 (80.6)	165 37
First level primary	11.1 68.3	1239 201	11.9 (68.0)	193 34
Second level primary school or higher	2.0 *	297 14	4.3 56.0	1452 109
TOTAL	10.7 69.5	1720 266	6.4 63.3	1802 180

* Less than 25 weighted number of

() Between 25-50 weighted number of cases

Source: Tezcan, Adali, Marriage Characteristics and Reproductive Health of Adolescents in Turkey: Findings from Demographic and Health Surveys 1998 and 2008, n.d., <http://www.turkishjournalpediatrics.org/?fullTextId=1062#r19>

There is only one terrorist organization in Turkey; the Kurdistan Workers' Party (PKK). Turkey has been the scene of conflicts between the illegal PKK organization and the Turkish armed forces for over 25 years¹⁹. There have been numerous human rights violations due to these conflicts in Turkey; especially in the Southeastern Anatolian region. According to Turkish laws, those who are not members of the terrorist organization, but commit crimes on behalf of the organization are considered as a member of the terrorist organization; therefore, children are used in this regard and are treated like members of the terrorist organization. Children allegedly participate in demonstrations and tried for numerous crimes. Such as membership in a terrorist organization, making propaganda on behalf of a terrorist organization and participating in demonstrations in violation of the law.

On May 04, 2004, "Additional Protocol to the Children's Rights Convention" was signed regarding the involvement of children in armed conflicts. More than 500 children between the ages of 12-18 were charged with being members of an armed terrorist organization and tried in criminal courts (2009). PKK experienced serious shortage of soldiers after the late Iraq conflicts and are believed to have used children. Thus, the age of armed recruits has dropped down to 10-11 years old. In addition, the majority of these children are girls between the ages of 14-15. According to UN reports, children as young as 7 have been seen. The terrorist organization in Turkey use Kurdish children very easily. Children get kidnapped or taken from their families by threats. The reason seems to be turning the families of the abducted children against the government. Firstly, the family will cry for the child taken up the mountains and then blame the government when the child is dead. Yalçın describes this situation by saying "PKK is faced with becoming a child organization in the near future" (2012). These children are either armed or displayed in the front rows.

¹⁹ For details see <http://www.ihop.org.tr/dosya/cocukadalet/opactr.pdf>, 2009, p.3.

Today, during protests in the eastern regions, children are used to injure people by throwing stones at police officers and police cars throwing Molotov cocktails (TRT News n.d.). Children in Turkey are used for military objectives by the terrorist group PKK, established against the state. According to the 2008 Global Report on child soldiers (Coalition to stop the use of the Child Soldiers, 2008), the number of children under the age of 18 who have lost their lives is unknown (Polat and Güldoğan n.d., p.111). In a report titled "All Children Have Rights: End Prosecutions of Children under Anti-Terrorism Legislation in Turkey", Amnesty International focuses on systematic human rights violations of children during their capture, detention and trial²⁰. It is believed that the child members of PKK include 59% boys and 41% girls and escaping is their only way to freedom. Only about 25% of them have escaped. 75% of the children who have gone up to the mountains are not heard from again. 50% of the survivors die within 2-3 years due to the psychological trauma they experienced. Especially nowadays, the members of PKK aims to protect themselves by putting children at the forefront during demonstrations and use them as the main targets. Since the capture of Abdullah Öcalan, PKK leader, they began to use women and children at the forefront, in order to gain public support and/or soften police reactions (Yalçın, 2012). There are two types of concerns in Turkey for children caught during demonstrations after the positive legislative changes made in 2010: The first is the length of children's detention until they are taken to court, and the second is allegations of ill-treatment of children by security forces after their arrests (Polat and Güldoğan n.d., p.111). UN Convention on the Rights of the Child asserts that 'The arrest, detention or imprisonment of a child shall be used only as a measure of last resort and for the shortest period of time'.²¹ This is basically for the benefit of the child. It is necessary to mention some civil society organizations related to children. TESK-*Türkiye Esnaftı ve Zanaatkarlar Konfederasyonu* (Turkey Confederation of Tradesmen and Craftsmen) is the largest professional organization in the numerical sense. Fişek Institute (named after its founder) is a non-governmental organization and consists of Kids Science and Action Center Foundation. TÇYÖV-*Türkiye Çocuklara Yeniden Özgürlük Formu* (Turkey

²⁰ For details see <http://www.amnesty.org.tr/ai/node/1377>, 03.2014.

²¹ For details see (<http://www.hrw.org/sites/default/files/reports/turkey1110tuwebwcover.pdf>, 2010, p.60.

Children Reautonomy Foundation) was established to support children and adolescents who are dragged into crime and have problems with the law, to participate in life actively and productively (Human Rights 2010, p.60). Children of Hope Association was founded with the goal of helping ‘children detached from family environment, street children, the troubled, addicts who need material and spiritual help and work in poor conditions’, by cleansing them from those negative behaviors and returning them to the society, providing them with education healthcare and helping them to start an occupation (Garip 2007, p.79). ‘Association for the Support of Contemporary Living’ Association was established with the logic to provide an equal education to everyone and thus create, in the light of Ataturk’s principles and motions, a society that is knowledgeable, educated, universal, , respectful to the rights of children and women and environmentally sensitive (Garip 2007, p.80). Child Abuse Protection and Rehabilitation Association; Founded in 1992, to interfere, in any way possible, in case of violence against children, by supporting victims medically, legally and socially. Additionally, informing the public about children's rights and violence against children (Garip 2007, pp.80-81). Apart from these, there are many official and volunteer institutions in Turkey as shown in Table 5.9 given below.

Table 5.9: Volunteer organizations

NAME	CLASSIFICATION	INVOLVEMENT
Ana Kucağı Down Sendromlu Çocukları Koruma Derneği	K	DN
Anadolu Çağdaş Eğitim Vakfı	E	DL
Ankara Çocuk Dostları Derneği	E	DN
Ankara Öksüzler ve Güçsüzler Koruma Derneği	K	DL
Anne Çocuk Eğitim Vakfı	A	DN
Anne ve Bebek Sağlığı Vakfı	S	DN
Antalya Yetim ve Muhtaç Çocuklara Yardım Vakfı	K	DN
Antalya Yetiştirme Yurtları Çocuklarını Koruma Vakfı	K	DN
Antalya Zihinsel Özürlü Çocukları Yetiştirme ve Koruma Vakfı	K	DN
Atatürk Vakfı	E	DL
Bilim Merkezi Vakfı	E	DN
Binbir Çiçek Zihinsel Özürlü Çocuk Erken Tanı ve Tedavi Vakfı	S	DN
Çocuğu İstismardan Koruma ve Rehabilitasyon Derneği	K	DN
Çocuk Haklarını İzleme Derneği	K	DN
Çocuk İstismarını ve İhmalini Önleme Derneği	K	DN
Çocuk Sağlığını Koruma Vakfı	S	DN

Table 5.9 : Volunteer organizations (Continued)

Çocuk Vakfı	E	DN
Çocuk ve Gençlik Ruh Sağlığı Derneği	S	DN
Çocuk Yayınları Derneği	E	DN
Çocuk Yuvası Derneği	E	DN
Çocukları Suçtan ve Suçlulardan Koruma Vakfı	K	DN
Darüşşafaka Cemiyeti	E	DL
Denizli Yetim, Aciz ve Muhtaçları Koruma Vakfı	K	DL
Geri Kalmış Çocuklara Yardım Vakfı	K	DN
Hacettepe Çocuk Cerrahisi Derneği	S	DN
İstanbul Çocuk Misafirhanesini Yaşatma ve Geliştirme Derneği	K	DL
İstanbul Çocuk ve Tabiat Vakfı	E	DN
İşitme Özürlü Çocuklar Eğitim ve Araştırma Vakfı	S	DN
İzmir Çocuk Evleri Derneği	K	DN
Kimsesiz Çocuklara Meslek Edindirme Derneği	K	DN
Kimsesiz Çocukları Koruma ve 0-6 Yaş Yetiştirme Derneği	K	DN
Korunmaya Muhtaç Çocukları Koruma Vakfı	K	DN
Köy Çocuklarını Yükseltme Vakfı	K	DN
Küçük Çocukları Koruma Geliştirme ve Eğitim Vakfı	K	DN
Lösemili Çocuklara Yardım ve Tedavi Vakfı	S	DN
Milli Eğitim Vakfı	E	DL
Muhtaç Çocuklara Eğitim Yardım Vakfı	E	DN
Muhtaç Çocuklara Yardım Vakfı	K	DN
Öksüz Fakir Yardıma Muhtaç Çocuklara Yardım Derneği	K	DN
Özel Eğitime Muhtaç Çocukları Koruma Derneği	K	DN
Sağlıklı Bebekler İçin Elele Derneği	S	DN
Sokak Çocuklarını Koruma Çocuklar Geleceğimizdir Derneği	K	DN
Tüm Yardıma Muhtaç Çocuklar Vakfı	K	DN
Türk Anneler Derneği	K	DL
Türk Eğitim Derneği	E	DL
Türkiye Aile Planlaması Derneği	A	DL
Türkiye Ana Çocuk Sağlığı ve Aile Planlaması Vakfı	A	DL
Türkiye Çocuk Evleri Vakfı	K	DN
Türkiye Çocuk ve Ergen Ruh Sağlığı Derneği	S	DN
Türkiye Çocuklara Yeniden Özgürlük Vakfı	E	DN
Türkiye Eğitim Gönüllüleri Vakfı	E	DN
Türkiye Korunmaya Muhtaç Çocuklar Vakfı	K	DN
Türkiye Sokak Çocukları Vakfı	K	DN
Umut Çocukları Derneği	K	DN
Yetiştirme Yurtlarını ve Muhtaç Çocukları Koruma Derneği	K	DL
Zihinsel Yetersiz Çocukları Yetiştirme ve Koruma Vakfı	K	DN

Source: Garip E. (2007). *'Sokak Çocuklarının Korunması ve Rehabilitasyonu'*, Beykent Üniversitesi, Sosyal Bilimler Enstitüsü, pp.81-82.

Table 5.9 given below. In the Table 5.9, voluntary and public organizations have been separately processed and among voluntary organizations, those involved in children directly (Dn) and indirectly (DI) are also separated. Voluntary organizations are also classified based on their field of engagement: (E= education/ science; K= protection / services / assistance; A= family / women; S= health). The numerical distribution of these organizations are shown according to their fields (Garip 2007, pp.81-82). Based on the previous chapter, it can be argued that in order to solve the issue of child abuse in Turkey poverty and educational problems should be eliminated. In recent years, many social projects and financial aid programs targeting children have been carried out in Turkey. Various advertisements and banners aim at raising awareness about the aspects of being a child. In several TV programs, even in talk shows, these topics are highlighted and money is raised for children when needed. Some brands have conducted social responsibility projects for children in cooperation with different foundations and institutions, including Mercedes' "Each Girl is a Star", Ülker's "Children's Film Festival," Turkcell's "Snowdrops," Henkel's "The Clever Children of Tursil," and Nokia's "Atelier of Dreams" (Sezgin 2010, p.p. 467-468).

Children, without any doubt, are the main sources of peace in a society and they have great importance for the future of a community. If children of a country are raised carefully, better development will be observed there. As Mustafa Kemal Atatürk, the founder of the Turkish Republic, pointed out each child is "a star, a ray of light, a rose of the future" and it is they "who will bathe the country in light" (Assembly of Turkish American Associations 2014). The messages of such expressions demonstrate the need for the construction of a better future for children. On the other hand, children are not only deprived of financial, social and cultural opportunities but also spiritual needs such as love and affection. Projects and organizations such as government-run Social Services and Child Protection Agency (SHÇEK) have tried to solve these issues. In addition, the Ministry of Family and Social Policies (ASPB) has a major role in dealing with the problems about children. Some social service and social welfare organizations along with institutions were gathered "under the single roof" of the Ministry of Family and Social Policies (Aile ve Sosyal Politikalar Bakanlığı) "with the Decree Law No. 633" on June 29, 2011 (Aile ve Sosyal Politikalar Bakanlığı, n.d.).

With the foundation of the ministry, awareness about children's problems has increased and the attitude about child abuse has changed. Currently, the ministry consists of six basic service units for children, disabled and elderly, family and community, war veterans and relatives of martyrs, social aid, and status of women (Aile ve Sosyal Politikalar Bakanlığı, 2014). The ministry says that its mission is to find, apply and follow just and demand-based holistic social projects with a participative perspective targeting the entire community, aiming at improving the individual, family and society by giving priority to the disadvantaged segments of the community (Aile ve Sosyal Politikalar Bakanlığı, 2014). Its future aim is to be a ministry which can adapt to the trends of the day, deal with the changes and transform itself according to these changes, develop social policies that can prevent social risks and apply these policies to build a society of happy individuals and strong families as Turkey advances through 2023, the 100th anniversary of the foundation of Turkish Republic (Aile ve Sosyal Politikalar Bakanlığı, n.d.). Although it was founded four years ago, the ministry's services for children have created positive and visible results for them, including the decrease in the cases of child abuse. However, problems on the issue still continue. According to the results of this study, it is concluded that incidents of child abuse will dramatically go down if education level is increased, education on child abuse is provided and poverty is eliminated.

Poverty is one of the factors that deprive children of their human rights. David Gordon et al. argue "severe or extreme poverty can cause children permanent damage-both physically and mentally-stunt and distort their development and destroy opportunities of fulfillment, including the roles they are expected to play successively as they get older in family, community and society" (cited in Sezgin 2010, 467). According to statistics of the Ministry of Family and Social Policies, 8,861 children were returned to their families in 2012 while this number has increased to 10,577 in 2015 (Aile ve Sosyal Politikalar Bakanlığı n.d.). In 2012, there were 649 government-run homes for former street children whereas in 2015, this number has increased to 1,015 (Aile ve Sosyal Politikalar Bakanlığı n.d.). The number of *Sevgi Evleri* (Love Houses), a new type of government-run orphanages, was 45 in 2012 but now, in 2015, there are 75 of them (Aile ve Sosyal Politikalar Bakanlığı n.d.). Talking about *Sevgi Evleri*, Nurhayat Varol (2011) says that:

Cute looking and two-storey homes named *Sevgi Evleri* were constructed in the most beautiful parts of the cit[ies] in the fashion of holiday resort[s]. I admired those houses more when I went inside of one of them; they provide a sense of peace even when you look at them from outside. There were 10 children living there. In each of the two-person per bedroom upstairs, there are study desks, a coach and wardrobes. There are modern bathrooms. Apart from them, there are separate playrooms and study rooms. There is a private baby room for the baby living there. On the first floor, there are other parts, including a huge living room and a dining room next to it, a kitchen, a washing machine and a drying room. The food is prepared in a single place, distributed to *Sevgi* homes and the nearly 10-person family like group living in the homes eat it together. The furniture of the home is designed in a style which makes you feel as though you are in a warm family atmosphere. The children in the home were provided with a family atmosphere. What is more important, the psychologies of the children were good. There were children who were nearly at the same age and there was also an adorable eight-month orphan which was resting on the arms of a caretaker. We were the guests of those children for a while. The girls studying 5th, 6th, 7th and 8th classes were like elder sisters and trying to protect the ones who were younger than them. Those girls did not let the others to mess up the home and were tidying the home. They believed that they were the owners of the home. They looked happy and had positive energy. The working staff which accompanied them for the entire day and was cherry, self-sacrificing and sympathetic, was another beautiful aspect of those homes.

It is demonstrated that thanks to *Sevgi Evleri*, street children and orphans have a family atmosphere which is far different than the atmosphere of other orphanages. But the number of *Sevgi Evleri* is not sufficient in Turkey. For this reason, the ministry should focus on the issue more and increase their quantity. Street children, poor children or orphans need to live in such places. As the number of *Sevgi Evleri* increases, one more step is taken to prevent child abuse. Another major problem in Turkey is poverty. In fact, poverty is not a major problem only for Turkey but for other countries as well. It can be regarded as a global problem. Poverty leads to other problems such as violence in the family or health and educational problems, and these, in return, lead to child abuse.

To solve this problem, the ministry provides a lot of aid to the poor, offering food, shelter, and free books; and conducts many projects on different areas such as housing, family, health, women, and transporting the disabled children to their school. For instance, in the area of health, people in need have been provided with cash money regularly since 2003 on the condition that they go to a doctor to get their health checked (Aile ve Sosyal Politikalar Bakanlığı, 2014) The budget of the ministry dedicated to social spending was TL 1, 376,000,000 in 2002, and this amount increased to TL 21,37,000,000 at the end of 2013, Family and Social Policy Minister Ayşenur İslam stated during the 2015 meeting on the budget of the ministry (Aile ve Sosyal Politikalar Bakanlığı, 2014). Taking this into consideration, it can be said that the ministry took a big step in preventing child abuse. That the amount of money dedicated to social spending increased TL 20 billions in 11 years shows the ministry launches serious projects to fight against child abuse and to save children, and it supports these projects with its budget. In the same meeting the minister noted “it is possible that the rate of social spending in the gross domestic product which was 0.5 percent in 2002 might reach to 1.51 percent in 2014” (Aile ve Sosyal Politikalar Bakanlığı 2014). She emphasized there is not any person in Turkey who has to make a living with less than one dollar a day (Aile ve Sosyal Politikalar Bakanlığı, 2014). The minister added that “the percentage of the population which spent less than \$ 2.15 a day was 3.04 between 2002 and 2012, and this figure has recently decreased to 0.06 percent” (Aile ve Sosyal Politikalar Bakanlığı 2014). İslam said in the past there used to be “only one caretaker for every 20-25 children” but “currently there are three caretakers for every five children” (Aile ve Sosyal Politikalar Bakanlığı 2014). She stated the ministry established Child Support Centers as part of the child services as a new model, adding the ministry will “offer rehabilitation services for the children who are” homeless, and drug addicts or forced to commit crime or victims of any other crimes (Aile ve Sosyal Politikalar Bakanlığı, 2014). The minister pointed out 57,000 people were provided with aid “as part of the social economic service” for children “according to the figures of 2014 September” and 13,300 children were adopted by families (Aile ve Sosyal Politikalar Bakanlığı, 2014). One thousand one hundred thirty four children under state protection

enrolled in Anatolian or vocational high schools, she said (Aile ve Sosyal Politikalar Bakanlığı, 2014).

İslamoğlu told the ministry prepared a document titled “Turkey’s Children Rights Strategy Development,” which covers the years 2013 and 2017, with the help of related institutions and foundations to effectively apply children’s rights (Aile ve Sosyal Politikalar Bakanlığı, 2014). She underlined children contributed to the preparation of the document whose principles “came into effect on Dec. 14, 2013” (Aile ve Sosyal Politikalar Bakanlığı, 2014). Table 5.10 given below taken from the Ministry’s General Directorate of Social Assistance (*Sosyal Yardımlar Genel Müdürlüğü-SYGM*) 2012 Social Assistance Statistics Bulletin and 2011 Activity Report shows the amount of money used for conditional health services and the number of people who benefitted from the services (Sosyal Yardımlar Genel Müdürlüğü, 2012).

Table 5.10: Amount of money (TL) used for conditional health services and the number of people who benefitted from it from 2009 to 2012

	2009	2010	2011	2012
The amount of money used for conditional health services (TL)	138,781,038	73,731,145	143,303,400	188,130,000
The number of people who benefitted from conditional health services	836,506	829,464	757,757	887,926

Source: Sümer İncedal. “Türkiye’de yoksulluğun boyutları: Mücadele Politikaları ve Müdahale Araçları. March 2013, p. 81.

According to the table above, TL 138,781,038 is used for the conditional health services and 836,506 people benefitted from them in 2009. The money used as part of the services was TL 143,303,000 in 2011 and TL 188,130,000 in 2012. While the number of people who benefitted from the services in 2011 was 757,757; this number increased to 887,926 in 2012. The SYGM's Conditional Education Assistance (ŞEY) program, each month, gives cash to families that cannot send their children to school due to financial problems and that are among the poorest segment of the society, on the condition that their children in primary or secondary school attend their school regularly (İncedal 2013, p.81) As part of this program, each boy and girl attending primary school boy is given TL 30 and TL 35 respectively, and each boy is given TL 45 and each girl is given TL 55 when they are at the secondary school.

Table 5.11 given below from SYGM's 2012 Social Assistance Statistics Bulletin and 2011 Activity Report shows the money used for the ŞEY program and the number of people who benefitted from it in years (Sosyal Yardımlar Genel Müdürlüğü, 2012).

Table 5.11: Amount of money (TL) used in the ŞEY program and the number of people who benefitted from it from 2008 to 2012

	2008	2009	2010	2011	2012
The money used for ŞEY(TL)	290,641,940	345,057,088	267,112,689	397,486,970	501,490,000
The number of people who benefitted from ŞEY	1,951,420	2,066,869	2,172,750	1,863,099	2,017,810

Source: Sümer İncedal, 'Türkiye'de yoksulluğun boyutları: Mücadele Politikaları ve Müdahale Araçları, March 2013, p. 82.

According to the chart above, TL 290,641,940 was dedicated to the ŞEY program in 2008 and 1,951,420 people benefitted from it. In 2012, the amount of money used for the program was TL 501,490,000 and the number of people who received help as part of the program was 2,017,810. This means, there is nearly 50 percent increase in the amount of money used for the project in four years. In order to increase girls' rate of attendance to school and transition from primary school to secondary school, the amount of financial help provided to them was decided to be higher than the amount given to school boys (İncedal 2013, p.82) In 2011, TL 397,486,970 was used in the program and 1,863,099 school children received money as part of it. In 2012, TL 501,490,000 was used for 2,017,810 children.

Hence, Turkey should investigate the issue of poverty in more detail, and find out its main reasons to eliminate and prevent it from getting more serious because poverty, as noted before, is one of the factors that trigger child abuse. It causes problems, such as an increase in the number of street children and in the rate of child labor, and they, although indirectly, lead to several problems, including children who suffer from violence and cannot receive sufficient treatment in hospitals. When inadequate education is added to these issues, it can be said child abuse will continue in spite of the precautions taken to fight it. For these reasons, instead of asking the question "Why poverty?", the question of "Who are the poor?" need to be answered to solve the issue. When this question is answered properly and adequately, the problems about child abuse will be solved step by step. Thus, it can be asserted that the Ministry of Family and Social Policies and foundations such as SHÇEK are not enough on their own to solve the issue completely. To get to the root of the problem, projects and foundations solely dedicated to fight child abuse need to be launched. Besides, the issue of child abuse needs be divided into sub categories and different ways of solutions should be offered for each of them. If an issue is focused on adequately, then it can be comprehended sufficiently. In contrast, one tries to focus on multiple tasks at the same time, he or she might have difficulties or experience failure. Poverty, which encompasses child, abuse is also a broad term and it includes other incidents of child abuse such as violence, lack of education and health problems. Individual institutions should deal with each of these problems instead of handling poverty as a whole.

If this is done properly, the incidents of child abuse will get rare and then could be eliminated. Incedal (2013, p.130) points out “although there are many aid programs conducted by different foundations and institutions, there is not a single minimum income aid program which encompasses the entire society or the people in need in general. In Turkey, the financial aid programs which provide people with money on a regular basis encompass only children, elderly, students, widows and disabled. The remaining poor segment of the society, which is not included in this group of people, is not the target of these aid programs”.

Another serious problem in Turkey is experiencing is lack of education and it is the root of every problem. Atatürk said “our most important and promising responsibilities lie in the task of national education. It is a prerequisite to be successful in the task of national education. The real salvation of a nation can only be achieved in this way” (Ministry of Culture and Tourism 2005). Education comes first in every area of life. It is the easiest way to remain healthy, to defend yourself and to be aware of different issues. Education helps children to be aware of child abuse and protect themselves against it.

For this reason, several projects on education have been launched recently in Turkey. For instance, girls, who do receive education, are subjected to violence or forced to marry at an early age. To fight with the problem, education projects aimed at sending girls to school such as “Baba Beni Okula Gönder” (Dad Send Me To School) and “Haydi kızlar Okula” (Girls! Let’s Go To School) are being carried out. Education and poverty are related to each other. According to Lisa C. Smith and Lawrence Haddad’s research (cited in Kumar JHA, Mishra&Kumar 2010, p.479) “improvements in women’s education was found to have contributed the most to past reductions in child malnutrition.” This means if a woman is not educated, she will not be adequately helpful to her children on the issues of health, nutrition or education, and this will lead to child abuse. The rate of literacy has increased in Turkey thanks to nationwide campaigns to fight with the problem. Literacy rate among the 6-13 and 14- 17 age groups is less than one thousandth; at one percent among the age groups of 18- 21; and most of the illiterate people are either 65 years old or older, while the rate of illiterate people at the age group of 50-54 is 4.61 percent; and at 25.37 percent at the age group of 65 and older,

according to 2013 statistics released by Turkish Board of Statistics (TÜİK) (Turkish Board of Statistics 2013).

Education of women is a basic need to solve the issue of poverty and to prevent it from passing down to the next generations. Researchers showed that in each 10 percent increase in the rate of women's literacy, the economy of a country can get 0.3 percent bigger, according to the Canadian-based business management and consultancy services WSP Global Inc.'s November 2014 data (cited in Kumar JHA, Mishra&Kumar 2010, and p.479). When poverty rate in Turkey in relation to the level of education was investigated as of 2009, it was seen that the poverty rate of people, who are illiterate or who did not finish any school, was 29.84 percent and that group of people was categorized as the poorest segment of the society (İncedal 2003, p.55). Considering this, it can be said the poverty of children and the level of education are closely linked to each other. In other words, as the level of education is increased and serious steps are taken about the issue, poverty will be eradicated progressively. This, as a result, will decrease the rate of child abuse to the lowest and accelerate the process to solve the issue completely.

In Turkey, compulsory education lasts 12 years. Although this is a positive thing in the area of education, it prevents people with low incomes from sending their children to school and thus receiving education. As the duration of the compulsory education gets longer, which was only eight years in the past, in Turkey, the incidents of child labor and the number of street children are expected to decrease. But still it is hard for the poor segment of the society to have access to education due to limited resources, their doubts about educational institutions, their belief that education will not bring anything to them in the future, the low rate of literacy in their families, the demotivating content of education, the incompetency of educational atmosphere and teachers, the fear of failure. These problems, in return, make children stay away from schools and bring out other problems such as child labor and street children.

Richard Murnane suggests "education is qualified as the most important tool in improving a child's personality and skills" (cited in Boybek 2010, p. 547). However, many children cannot receive proper education because either they are poor or they have to work. Lakshapathi argues in poor families, parents choose between encouraging their

children to go to school and have a profession (cited in Boybek 2010, p. 547). There are some alternatives to solve this issue.

Compulsory education is an acceptable thing but poor families should be found and given more opportunities. Instead of going to work or streets, children should be encouraged to go to school to prevent child abuse. Parents and teachers have serious responsibilities about the issue. Thus, the government should offer education-related trainings not only for children but also for their parents. As the rate of literate people increases, the rate of poverty, terrorism and child labor decreases. The more people are aware of these problems, the better they know what to do about them. But access to education is an important factor; education should be made easily available to every child. The number of schools should be increased and new and young teachers should be appointed there. Schools should be designed to meet the needs of disabled students as well to increase the number of disabled children receiving education. Thus, disabled students will not sit at their homes and be vulnerable to abuses as they will not be deprived of their right to get education.

However, providing education is not enough on its own to solve the issue entirely. Street children, child workers and other disadvantaged children will not suffer abuse when they are educated properly and adequately. On the other side, if there are problems about health, status of nutrition, accommodation, family atmosphere and transportation, the chances of getting and providing a proper and adequate education decrease. These issues should also be handled individually. If each related institution or foundation does its job about the issue appropriately, bigger steps on education will be taken. In 2013, population of illiterate people older than 6 was 4% of the population older than 6, the rate of illiterate females in Istanbul was 4.3%, rate of illiterate men in the city was 0.8% (TUIK, 2013) shown at Table 5.12 given below.

Table 5.12 : Population (older than 6) in relation to literacy&gender 2011-2013

		Total	Illiterate	Literate	Unknown
Turkey					
	2011 Total	67 045 635	3 171 270	61 889 739	1 984 626
	Men	33 602 627	553 704	32 013 033	1 035 890
	Women	33 443 008	2 617 566	29 876 706	948 736
	2012 Total	67 877 379	2 788 757	63 347 643	1 740 979
	Men	33 998 532	475 068	32 628 320	895 144
	Women	33 878 847	2 313 689	30 719 323	845 835
	2013 Total	68 735 145	2 654 643	64 374 134	1 706 368
	Men	34 421 110	449 328	33 098 329	873 453
	Women	34 314 035	2 205 315	31 275 805	832 915
Istanbul					
	2011 Total	12 260 128	340 665	11 358 093	561 370
	Men	6 149 505	52 733	5 791 158	305 614
	Women	6 110 623	287 932	5 566 935	255 756
	2012 Total	12 457 529	326 470	11 599 654	531 405
	Men	6 248 257	50 066	5 910 350	287 841
	Women	6 209 272	276 404	5 689 304	243 564
	2013 Total	12 701 140	312 010	11 868 020	521 110
	Men	6 374 015	47 883	6 044 330	281 802
	Women	6 327 125	264 127	5 823 690	239 308

Source: TÜİK, 'Seçilmiş Göstergelerle İstanbul 2013', <http://www.tuik.gov.tr/ilGostergeleri/iller/ISTANBUL.pdf>, 2013, p.86.

Moreover, in order to provide an equal education, the conditions and personalities of students should be considered. If an education system encouraging students at an early age to focus on specific areas according to their abilities and interests is established, more fruitful results will be achieved. This system is not impossible to achieve in Turkey because after a certain age, children know what they are interested in and can take their own decisions and prefer to focus on their interest areas. If people do what they like, they become happy. Thus, such an education system will help children be happy and more successful. In addition, more service should be offered in the area of education and there should be different versions of them; and more should be done to eliminate the factors that affect education system negatively. In order to achieve all of these, a system should be developed which encompasses all levels of education, including kindergarten, and all aspects of it, such as foreign language education. This system should be applied in each stage of education simultaneously.

As a result, it can be said the reasons of child abuse vary in Turkey but the issue should be handled with a solution-based perspective. In particular, solving the issues of poverty and lack of education will have a great contribution to eradicating or at least decreasing the rate of child abuse in the country. If children start attending their schools without serious concerns, such as earning money, and if parents are made aware of the issue and shoulder responsibilities to prevent it, things will start changing. In order to do this, educational system should be necessarily improved at first and then poverty should be eliminated.

6. CONCLUSION

Over the years, the concept of 'child' has been perceived differently and changed. While the concept of child did not exist in the 18th century and children were even considered as burdens to families, it began to make sense in the 19th century. The philosophers and intellects of the time made the first studies on this topic. The concept of child began to be well developed and institutionalized in the 20th century. However, in some countries such as China and Japan the concept of child still does not make any sense. However today children are seen as values and assets and their rights are being recognized. Even though this is observed as a good development, there are still countries excluded from this development.

Firstly, children rights and convention were adopted very quickly by many countries. In fact, states were found to be extremely distressed and uncomfortable about this issue. So, the reason was for appearance this children's rights. People using children as slaves, putting them to work under difficult conditions and exerting physical violence on them were all very natural. The change of this mentality, awareness of the nations and governments was required and this occurred with the adoption of the CRC in 1989. The rights of the child today has become a universal issue, for children's rights are still being exploited, physical and sexual violence is still being applied to children, they are being kidnapped, looked down with contempt and their organs are being sold. Therefore, the concept of 'abuse' is very important. Abuse is taking advantage of a person's good intention. It is to try to hurt that person. Child abuse physical or mental harming of children by their parents or caregivers. Although violence was accepted as legitimate in and prior to the 19th century or, it is not so today. Now the effects of violence on children and adults are known and described to the public by the media. Violence does not only harm children physically, but mentally as well.

This study aims to explore child abuse in regards with what it means, the proportions in which it has changed throughout history, how it is applied, how child abuse prevention institutions were created and the political aspects of child abuse, parents, children, communities, governments and countries. It has been tried to particularly define child abuse and its types. One of the main findings was that physical, emotional and sexual abuse of children affects them immensely and that abusers are generally the closest individuals to victims. It is very important to consider children as individual persons and teach them what they need to do to get rid of these situations, as well as how families should behave. Different types of child abuse were also examined in this study. It is noted that apart from physical, emotional and sexual abuse, child neglect is also a very important issue and that deaths or permanent disabilities occurs frequently due to neglect. It is understood that the internet and TV affects and harms children both physically (radiations) and mentally. However, people tend to sit their children in front of the television in order to do their own work. The mental adverse effects of ads and news have been demonstrated by experts. Families tend to ignore the guidelines issued by RTÜK on television content ratings in Turkey.

One of the most prevalent forms of abuse is poverty. Children are forced to work, beg or are kidnapped due to poverty. Poor children are trying to care for their families. If the father: does not earn money, is violent against the child and mother, does not bring home enough money to get by, or if there is a sick member in the family, then the child will put aside the concept of childhood and start working like an adult. This is why the world is full child workers and street children. This is why most countries and states are so annoyed by this issue. Children work in harsh conditions, which results in a lot of child deaths. Based on data published by ILO, the process of the emergence of ‘child worker’ concept and the changes it has gone through from past to present was discussed.

It is noted that one other cause of child abuse is the rise in numbers of street children day by day. Street children are those who are exposed to all kinds of neglect, abuse, exploitation and wrong treatments where they live, have partially or completely severed ties with their families or relatives and cannot protect themselves against risks. And these children often drop out of school and become addicted to substances. Many of these children are orphans.

Children who have lost one or both parents spend more time on the streets, for there is nobody to prevent them. The most important finding in this study is that two of the major causes of child abuse are poverty and lack of education. Other causes such as the hardships faced by families, lack of social security and incomplete development of the health system can also be mentioned. It is noted in this study that it is the duty of the state to show the children and families what to do. The importance of institutions and organizations created for orphans and street children and the need for governments to support them are also noted. The importance of health is discussed here as well. We are living in a world where more and more street children are dying every day, because they are more vulnerable to viral infections, but due to lack of social security, they do not receive health services. This is not only for children living on the streets; children in war-torn countries are exposed to violence, but are not provided with necessary hospital treatment.

Another concept discussed in this study is child soldiers. Children are abducted or forcibly taken away from their families by terrorist organizations, turned into soldiers and used in the forefront for propaganda. It is noted that the PKK are using children to provoke their families against the state in Turkey and the children are being treated as terrorists when they are arrested. As much as Turkey may be trying to solve this problem, children in similar situations in some other countries are mercilessly murdered or thrown into prisons. Children are not only exploited by terrorists, but also in wars between states as well as in civil wars. Children are dying of diseases or starvation, or by bullets, bombs or other types of weapons. War life does not only harm children physically, but mentally as well. This is the reason for the mention of institutions established for this purpose, as well as their benefits for children.

The most common case of child abuse is beating. It is noted in this study that in some regions, beating children is considered as a part of their education. "A child will become naughty and disobedient if not beaten" is a logic among some people. Children are forced to work even when not necessary and this is clearly the case in Turkey. The government organizes programs, warnings and informative seminars in this regard, in order to raise awareness in the community and eradicate this false opinion.

Another critical issue discussed in this study is child marriage. This is an ongoing issue in Turkey. Then again, families and young people are much better informed than the old times and thanks to programs offered by states and established organizations, they can act more consciously. However, this is not the case in all regions of the world and children still continue to be married in some countries. Sadly, the wounds inflicted by this type of abuse are worsened in time, making children asocial and insecure individuals as they grow. Child prostitution is one of the most inhumane types of abuse. While even raped women cannot recover for years, the impact on children is unimaginable. Abduction is a part of child prostitution process, which is one of the challenges that especially refugees are faced with. This is also a type of exploitation that children living on the streets experience. Some of these children are abducted and their body organs are taken. These children are robbed of their life process and treated like objects. Yet it is clearly stated by CRC that all persons under 18 years of age are children. Nevertheless, these types of abuse are seen a lot in poor countries, countries at war and even in countries that have ratified the convention.

Child abuse has been studied in Turkey and the world; especially trying to identify which types of abuse are widespread. Meanwhile, world institutions, such as UNICEF, UNESCO and WHO, as well as their goals and activities have been discussed in this study. Additionally, some privately established institutions have been mentioned. It is noted that there are three things that need to be done in order to prevent child abuse.

First is 'individual protection'. Early diagnosis of abused children is very important. Immediate observation of children by doctors is very essential. Early diagnosis of children is very effective in preventing future risks. Children copy whatever they see. When children are constantly beaten by their fathers, they will do the same to their children in the future and this will continue system will apply the same to their children, and this will go on as a vicious circle. Therefore, it is very important to end this.

The second is 'social protection'. In this case children who are a risk should be investigated and a separate program must be created for them. It is very important to investigate the homeless, drug addicts, alcoholics, the unemployed and those exposed to violence. These people generally implement this abuse in the street or their homes themselves.

This situation constitutes a major risk. To some extent, this is difficult for the government to determine. However, it is very important for the government to call on people to be alert and to report to authorities when they witness such incidents.

Third is ‘universal protection’. In this case the creation of institutions for children and raising the awareness of families are very essential. Educating parents, regular healthcare, family planning, poverty and unemployment should be the top items of the universal system agenda. Accordingly, necessary measures must be taken and whatever that is needed for the creation of a prosperous nation must be done.

There are some problems in dealing with the issue of child abuse but there are many projects and programs to address the problem. Foundations, organizations and projects on child abuse try to raise awareness about the issue. The Ministry of Family and Social Policies has been developing projects and offering aid to families and children to eliminate child abuse. It has built *Sevgi Evleri* (Love Houses) orphanages for children to save child laborers and poor children. There are other related projects on the issue and they have yielded positive results but there are also some serious problems about education and financial conditions of people. If educational problems and poverty are eliminated, the issues of unhealthy children, street children and child laborers will be solved. This research offers some solutions to these problems.

Finally, it should be mentioned that child abuse is the worst kind of exploitation on humankind, and much more dangerous to humanity than the worst kinds of epidemic diseases, for when an epidemic disease erupts, all the nations panic and every possible effort is made by every single individual and every state in order to prevent it and huge amounts of cash and resources are used to eradicate the disease and they never stop until the task is completely done. The highest ranking national and international authorities need to realize the devastating proportions of exploitation and make this issue the first thing on their agenda, because almost every other social, national and international issue is either directly or indirectly related to the negative behaviors that individual victims of abuse display due to the consequences of their horrible experience.

Street children and criminals are not the only ones who may have experienced abuse in their childhood. Influential people, high ranking individuals in societies, decision makers all around the world could also have be among such victims and could still be suffering from its consequences. Street children and criminals are not making critical decisions for billions; they are not the ones who start world wars. It is time for authorities all over the world to think again before listing their priorities every day. All resources, manpower and science need to be concentrated on the prevention, if not eradication, of all types of exploitation, especially child abuse.

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APPENDICE

APPENDICE A: CONVENTION ON THE RIGHTS OF THE CHILD

Article 1

For the purposes of the present Convention, a child means every human being below the age of eighteen years unless under the law applicable to the child, majority is attained earlier.

Article 2

1. States Parties shall respect and ensure the rights set forth in the present Convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child's or his or her 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 on the basis of the status, activities, expressed opinions, or beliefs of the child's parents, legal guardians, or family members.

Article 3

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 to 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.

Article 4

States Parties shall undertake all appropriate legislative, administrative, and other measures for the implementation of the rights recognized in the present Convention.

With regard to economic, social and cultural rights, States Parties shall undertake such measures to the maximum extent of their available resources and, where needed, within the framework of international co-operation.

Article 5

States Parties shall respect the responsibilities, rights and duties of parents or, where applicable, the members of the extended family or community as provided for by local custom, legal guardians or other persons legally responsible for the child, to provide, in a manner consistent with the evolving capacities of the child, appropriate direction and guidance in the exercise by the child of the rights recognized in the present Convention.

Article 6

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.

Article 7

1. The child shall be registered immediately after birth and shall have the right from birth to a name, the right to acquire a nationality and, as far as possible, the right to know and be cared for by his or her parents.
2. States Parties shall ensure the implementation of these rights in accordance with their national law and their obligations under the relevant international instruments in this field, in particular where the child would otherwise be stateless.

Article 8

1. States Parties undertake to respect the right of the child to preserve his or her identity, including nationality, name and family relations as recognized by law without unlawful interference.
2. Where a child is illegally deprived of some or all of the elements of his or her identity, States Parties shall provide appropriate assistance and protection, with a view to re-establishing speedily his or her identity.

Article 9

1. States Parties shall ensure that a child shall not be separated from his or her parents against their will, except when competent authorities subject to judicial review determine, in accordance with applicable law and procedures, that such separation is

necessary for the best interests of the child. Such determination may be necessary in a particular case such as one involving abuse or neglect of the child by the parents, or one where the parents are living separately and a decision must be made as to the child's place of residence.

2. In any proceedings pursuant to paragraph 1 of the present article, all interested parties shall be given an opportunity to participate in the proceedings and make their views known.

3. States Parties shall respect the right of the child who is separated from one or both parents to maintain personal relations and direct contact with both parents on a regular basis, except if it is contrary to the child's best interests.

4. Where such separation results from any action initiated by a State Party, such as the detention, imprisonment, exile, deportation or death (including death arising from any cause while the person is in the custody of the State) of one or both parents or of the child, that State Party shall, upon request, provide the parents, the child or, if appropriate, another member of the family with the essential information concerning the whereabouts of the absent member(s) of the family unless the provision of the information would be detrimental to the well-being of the child. States Parties shall further ensure that the submission of such a request shall of itself entail no adverse consequences for the person(s) concerned.

Article 10

1. In accordance with the obligation of States Parties under article 9, paragraph 1, applications by a child or his or her parents to enter or leave a State Party for the purpose of family reunification shall be dealt with by States Parties in a positive, humane and expeditious manner. States Parties shall further ensure that the submission of such a request shall entail no adverse consequences for the applicants and for the members of their family.

2. A child whose parents reside in different States shall have the right to maintain on a regular basis, save in exceptional circumstances personal relations and direct contacts with both parents. Towards that end and in accordance with the obligation of States Parties under article 9, paragraph 1, States Parties shall respect the right of the child and his or her parents to leave any country, including their own, and to enter their own

country. The right to leave any country shall be subject only to such restrictions as are prescribed by law and which are necessary to protect the national security, public order (ordre public), public health or morals or the rights and freedoms of others and are consistent with the other rights recognized in the present Convention.

Article 11

1. States Parties shall take measures to combat the illicit transfer and non-return of children abroad.
2. To this end, States Parties shall promote the conclusion of bilateral or multilateral agreements or accession to existing agreements.

Article 12

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.

Article 13

1. The child shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child's choice.
2. The exercise of this right may be subject to certain restrictions, but these shall only be such as are provided by law and are necessary:
 - a) For respect of the rights or reputations of others; or
 - b) For the protection of national security or of public order (ordre public), or of public health or morals.

Article 14

1. States Parties shall respect the right of the child to freedom of thought, conscience and religion.

2. States Parties shall respect the rights and duties of the parents and, when applicable, legal guardians, to provide direction to the child in the exercise of his or her right in a manner consistent with the evolving capacities of the child.

3. Freedom to manifest one's religion or beliefs may be subject only to such limitations as are prescribed by law and are necessary to protect public safety, order, health or morals, or the fundamental rights and freedoms of others.

Article 15

1. States Parties recognize the rights of the child to freedom of association and to freedom of peaceful assembly.

2. No restrictions may be placed on the exercise of these rights other than those imposed in conformity with the law and which are necessary in a democratic society in the interests of national security or public safety, public order (ordre public), the protection of public health or morals or the protection of the rights and freedoms of others.

Article 16

1. No child shall be subjected to arbitrary or unlawful interference with his or her privacy, family, or correspondence, nor to unlawful attacks on his or her honour and reputation.

2. The child has the right to the protection of the law against such interference or attacks.

Article 17

States Parties recognize the important function performed by the mass media and shall ensure that the child has access to information and material from a diversity of national and international sources, especially those aimed at the promotion of his or her social, spiritual and moral well-being and physical and mental health.

To this end, States Parties shall:

a) Encourage the mass media to disseminate information and material of social and cultural benefit to the child and in accordance with the spirit of article 29;

b) Encourage international co-operation in the production, exchange and dissemination of such information and material from a diversity of cultural, national and international sources;

c) Encourage the production and dissemination of children's books;

d) Encourage the mass media to have particular regard to the linguistic needs of the child who belongs to a minority group or who is indigenous;

e) Encourage the development of appropriate guidelines for the protection of the child from information and material injurious to his or her well-being, bearing in mind the provisions of articles 13 and 18.

Article 18

1. States Parties shall use their best efforts to ensure recognition of the principle that both parents have common responsibilities for the upbringing and development of the child. Parents or, as the case may be, legal guardians, have the primary responsibility for the upbringing and development of the child. The best interests of the child will be their basic concern.

2. For the purpose of guaranteeing and promoting the rights set forth in the present Convention, States Parties shall render appropriate assistance to parents and legal guardians in the performance of their child-rearing responsibilities and shall ensure the development of institutions, facilities and services for the care of children.

3. States Parties shall take all appropriate measures to ensure that children of working parents have the right to benefit from child-care services and facilities for which they are eligible.

Article 19

1. States Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child.

2. Such protective measures should, as appropriate, include effective procedures for the establishment of social programmes to provide necessary support for the child and for those who have the care of the child, as well as for other forms of prevention and for identification, reporting, referral, investigation, treatment and follow-up of instances of child maltreatment described heretofore, and, as appropriate, for judicial involvement.

Article 20

1. A child temporarily or permanently deprived of his or her family environment, or in whose own best interests cannot be allowed to remain in that environment, shall be entitled to special protection and assistance provided by the State.
2. States Parties shall in accordance with their national laws ensure alternative care for such a child.
3. Such care could include, inter alia, foster placement, kafalah of Islamic law, adoption or if necessary placement in suitable institutions for the care of children. When considering solutions, due regard shall be paid to the desirability of continuity in a child's upbringing and to the child's ethnic, religious, cultural and linguistic background.

Article 21

States Parties that recognize and/or permit the system of adoption shall ensure that the best interests of the child shall be the paramount consideration and they shall:

- a) Ensure that the adoption of a child is authorized only by competent authorities who determine, in accordance with applicable law and procedures and on the basis of all pertinent and reliable information, that the adoption is permissible in view of the child's status concerning parents, relatives and legal guardians and that, if required, the persons concerned have given their informed consent to the adoption on the basis of such counselling as may be necessary;
- b) Recognize that inter-country adoption may be considered as an alternative means of child's care, if the child cannot be placed in a foster or an adoptive family or cannot in any suitable manner be cared for in the child's country of origin;
- c) Ensure that the child concerned by inter-country adoption enjoys safeguards and standards equivalent to those existing in the case of national adoption;
- d) Take all appropriate measures to ensure that, in inter-country adoption, the placement does not result in improper financial gain for those involved in it;
- e) Promote, where appropriate, the objectives of the present article by concluding bilateral or multilateral arrangements or agreements, and endeavour, within this framework, to ensure that the placement of the child in another country is carried out by competent authorities or organs.

Article 22

1. States Parties shall take appropriate measures to ensure that a child who is seeking refugee status or who is considered a refugee in accordance with applicable international or domestic law and procedures shall, whether unaccompanied or accompanied by his or her parents or by any other person, receive appropriate protection and humanitarian assistance in the enjoyment of applicable rights set forth in the present Convention and in other international human rights or humanitarian instruments to which the said States are Parties.

2. For this purpose, States Parties shall provide, as they consider appropriate, co-operation in any efforts by the United Nations and other competent intergovernmental organizations or non-governmental organizations co-operating with the United Nations to protect and assist such a child and to trace the parents or other members of the family of any refugee child in order to obtain information necessary for reunification with his or her family. In cases where no parents or other members of the family can be found, the child shall be accorded the same protection as any other child permanently or temporarily deprived of his or her family environment for any reason, as set forth in the present Convention.

Article 23

1. States Parties recognize that a mentally or physically disabled child should enjoy a full and decent life, in conditions which ensure dignity, promote self-reliance and facilitate the child's active participation in the community.

2. States Parties recognize the right of the disabled child to special care and shall encourage and ensure the extension, subject to available resources, to the eligible child and those responsible for his or her care, of assistance for which application is made and which is appropriate to the child's condition and to the circumstances of the parents or others caring for the child.

3. Recognizing the special needs of a disabled child, assistance extended in accordance with paragraph 2 of the present article shall be provided free of charge, whenever possible, taking into account the financial resources of the parents or others caring for the child, and shall be designed to ensure that the disabled child has effective access to and receives education, training, health care services, rehabilitation services, preparation for employment and recreation opportunities in a manner conducive to the child's

achieving the fullest possible social integration and individual development, including his or her cultural and spiritual development

4. States Parties shall promote, in the spirit of international cooperation, the exchange of appropriate information in the field of preventive health care and of medical, psychological and functional treatment of disabled children, including dissemination of and access to information concerning methods of rehabilitation, education and vocational services, with the aim of enabling States Parties to improve their capabilities and skills and to widen their experience in these areas. In this regard, particular account shall be taken of the needs of developing countries.

Article 24

1. States Parties recognize the right of the child to the enjoyment of the highest attainable standard of health and to facilities for the treatment of illness and rehabilitation of health. States Parties shall strive to ensure that no child is deprived of his or her right of access to such health care services.

2. States Parties shall pursue full implementation of this right and, in particular, shall take appropriate measures:

- a) To diminish infant and child mortality;
- b) To ensure the provision of necessary medical assistance and health care to all children with emphasis on the development of primary health care;
- c) To combat disease and malnutrition, including within the framework of primary health care, through, inter alia, the application of readily available technology and through the provision of adequate nutritious foods and clean drinking-water, taking into consideration the dangers and risks of environmental pollution;
- d) To ensure appropriate pre-natal and post-natal health care for mothers;
- e) To ensure that all segments of society, in particular parents and children, are informed, have access to education and are supported in the use of basic knowledge of child health and nutrition, the advantages of breastfeeding, hygiene and environmental sanitation and the prevention of accidents;
- f) To develop preventive health care, guidance for parents and family planning education and services.

3. States Parties shall take all effective and appropriate measures with a view to abolishing traditional practices prejudicial to the health of children.

4. States Parties undertake to promote and encourage international co-operation with a view to achieving progressively the full realization of the right recognized in the present article. In this regard, particular account shall be taken of the needs of developing countries.

Article 25

States Parties recognize the right of a child who has been placed by the competent authorities for the purposes of care, protection or treatment of his or her physical or mental health, to a periodic review of the treatment provided to the child and all other circumstances relevant to his or her placement.

Article 26

1. States Parties shall recognize for every child the right to benefit from social security, including social insurance, and shall take the necessary measures to achieve the full realization of this right in accordance with their national law.

2. The benefits should, where appropriate, be granted, taking into account the resources and the circumstances of the child and persons having responsibility for the maintenance of the child, as well as any other consideration relevant to an application for benefits made by or on behalf of the child.

Article 27

1. States Parties recognize the right of every child to a standard of living adequate for the child's physical, mental, spiritual, moral and social development.

2. The parent(s) or others responsible for the child have the primary responsibility to secure, within their abilities and financial capacities, the conditions of living necessary for the child's development.

3. States Parties, in accordance with national conditions and within their means, shall take appropriate measures to assist parents and others responsible for the child to implement this right and shall in case of need provide material assistance and support programmes, particularly with regard to nutrition, clothing and housing.

4. States Parties shall take all appropriate measures to secure the recovery of maintenance for the child from the parents or other persons having financial

responsibility for the child, both within the State Party and from abroad. In particular, where the person having financial responsibility for the child lives in a State different from that of the child, States Parties shall promote the accession to international agreements or the conclusion of such agreements, as well as the making of other appropriate arrangements.

Article 28

1. States Parties recognize the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular:

- a) Make primary education compulsory and available free to all;
- b) Encourage the development of different forms of secondary education, including general and vocational education, make them available and accessible to every child, and take appropriate measures such as the introduction of free education and offering financial assistance in case of need;
- c) Make higher education accessible to all on the basis of capacity by every appropriate means;
- d) Make educational and vocational information and guidance available and accessible to all children;
- e) Take measures to encourage regular attendance at schools and the reduction of drop-out rates.

2. States Parties shall take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity and in conformity with the present Convention.

3. States Parties shall promote and encourage international cooperation in matters relating to education, in particular with a view to contributing to the elimination of ignorance and illiteracy throughout the world and facilitating access to scientific and technical knowledge and modern teaching methods. In this regard, particular account shall be taken of the needs of developing countries.

Article 29

1. States Parties agree that the education of the child shall be directed to:
 - a) The development of the child's personality, talents and mental and physical abilities to their fullest potential;
 - b) The development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations;
 - c) The development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own;
 - d) The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin;
 - e) The development of respect for the natural environment.
2. No part of the present article or article 28 shall be construed so as to interfere with the liberty of individuals and bodies to establish and direct educational institutions, subject always to the observance of the principle set forth in paragraph 1 of the present article and to the requirements that the education given in such institutions shall conform to such minimum standards as may be laid down by the State.

Article 30

In those States in which ethnic, religious or linguistic minorities or persons of indigenous origin exist, a child belonging to such a minority or who is indigenous shall not be denied the right, in community with other members of his or her group, to enjoy his or her own culture, to profess and practise his or her own religion, or to use his or her own language.

Article 31

1. States Parties recognize the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts.
2. States Parties shall respect and promote the right of the child to participate fully in cultural and artistic life and shall encourage the provision of appropriate and equal opportunities for cultural, artistic, recreational and leisure activity.

Article 32

1. States Parties recognize the right of the child to be protected from economic exploitation and from performing any work that is likely to be hazardous or to interfere with the child's education, or to be harmful to the child's health or physical, mental, spiritual, moral or social development.

2. States Parties shall take legislative, administrative, social and educational measures to ensure the implementation of the present article. To this end, and having regard to the relevant provisions of other international instruments, States Parties shall in particular:

- a) Provide for a minimum age or minimum ages for admission to employment;
- b) Provide for appropriate regulation of the hours and conditions of employment;
- c) Provide for appropriate penalties or other sanctions to ensure the effective enforcement of the present article.

Article 33

States Parties shall take all appropriate measures, including legislative, administrative, social and educational measures, to protect children from the illicit use of narcotic drugs and psychotropic substances as defined in the relevant international treaties, and to prevent the use of children in the illicit production and trafficking of such substances.

Article 34

States Parties undertake to protect the child from all forms of sexual exploitation and sexual abuse. For these purposes, States Parties shall in particular take all appropriate national, bilateral and multilateral measures to prevent:

- a) The inducement or coercion of a child to engage in any unlawful sexual activity;
- b) The exploitative use of children in prostitution or other unlawful sexual practices;
- c) The exploitative use of children in pornographic performances and materials.

Article 35

States Parties shall take all appropriate national, bilateral and multilateral measures to prevent the abduction of, the sale of or traffic in children for any purpose or in any form.

Article 36

States Parties shall protect the child against all other forms of exploitation prejudicial to any aspects of the child's welfare.

Article 37

States Parties shall ensure that:

- a) No child shall be subjected to torture or other cruel, inhuman or degrading treatment or punishment. Neither capital punishment nor life imprisonment without possibility of release shall be imposed for offences committed by persons below eighteen years of age;
- b) No child shall be deprived of his or her liberty unlawfully or arbitrarily. The arrest, detention or imprisonment of a child shall be in conformity with the law and shall be used only as a measure of last resort and for the shortest appropriate period of time;
- c) Every child deprived of liberty shall be treated with humanity and respect for the inherent dignity of the human person, and in a manner which takes into account the needs of persons of his or her age. In particular, every child deprived of liberty shall be separated from adults unless it is considered in the child's best interest not to do so and shall have the right to maintain contact with his or her family through correspondence and visits, save in exceptional circumstances;
- d) Every child deprived of his or her liberty shall have the right to prompt access to legal and other appropriate assistance, as well as the right to challenge the legality of the deprivation of his or her liberty before a court or other competent, independent and impartial authority, and to a prompt decision on any such action.

Article 38

1. States Parties undertake to respect and to ensure respect for rules of international humanitarian law applicable to them in armed conflicts which are relevant to the child.
2. States Parties shall take all feasible measures to ensure that persons who have not attained the age of fifteen years do not take a direct part in hostilities.
3. States Parties shall refrain from recruiting any person who has not attained the age of fifteen years into their armed forces. In recruiting among those persons who have attained the age of fifteen years but who have not attained the age of eighteen years, States Parties shall endeavour to give priority to those who are oldest.
4. In accordance with their obligations under international humanitarian law to protect the civilian population in armed conflicts, States Parties shall take all feasible measures to ensure protection and care of children who are affected by an armed conflict.

Article 39

States Parties shall take all appropriate measures to promote physical and psychological recovery and social reintegration of a child victim of: any form of neglect, exploitation, or abuse; torture or any other form of cruel, inhuman or degrading treatment or punishment; or armed conflicts. Such recovery and reintegration shall take place in an environment which fosters the health, self-respect and dignity of the child.

Article 40

1. States Parties recognize the right of every child alleged as, accused of, or recognized as having infringed the penal law to be treated in a manner consistent with the promotion of the child's sense of dignity and worth, which reinforces the child's respect for the human rights and fundamental freedoms of others and which takes into account the child's age and the desirability of promoting the child's reintegration and the child's assuming a constructive role in society.

2. To this end, and having regard to the relevant provisions of international instruments, States Parties shall, in particular, ensure that:

a) No child shall be alleged as, be accused of, or recognized as having infringed the penal law by reason of acts or omissions that were not prohibited by national or international law at the time they were committed;

b) Every child alleged as or accused of having infringed the penal law has at least the following guarantees:

i) To be presumed innocent until proven guilty according to law;

ii) To be informed promptly and directly of the charges against him or her, and, if appropriate, through his or her parents or legal guardians, and to have legal or other appropriate assistance in the preparation and presentation of his or her defence;

iii) To have the matter determined without delay by a competent, independent and impartial authority or judicial body in a fair hearing according to law, in the presence of legal or other appropriate assistance and, unless it is considered not to be in the best interest of the child, in particular, taking into account his or her age or situation, his or her parents or legal guardians;

iv) Not to be compelled to give testimony or to confess guilt; to examine or have examined adverse witnesses and to obtain the participation and examination of witnesses on his or her behalf under conditions of equality;

v) If considered to have infringed the penal law, to have this decision and any measures imposed in consequence thereof reviewed by a higher competent, independent and impartial authority or judicial body according to law;

vi) To have the free assistance of an interpreter if the child cannot understand or speak the language used;

vii) To have his or her privacy fully respected at all stages of the proceedings.

3. States Parties shall seek to promote the establishment of laws, procedures, authorities and institutions specifically applicable to children alleged as, accused of, or recognized as having infringed the penal law, and, in particular:

a) The establishment of a minimum age below which children shall be presumed not to have the capacity to infringe the penal law;

b) Whenever appropriate and desirable, measures for dealing with such children without resorting to judicial proceedings, providing that human rights and legal safeguards are fully respected. A variety of dispositions, such as care, guidance and supervision orders; counselling; probation; foster care; education and vocational training programmes and other alternatives to institutional care shall be available to ensure that children are dealt with in a manner appropriate to their well-being and proportionate both to their circumstances and the offence.

Article 41

Nothing in the present Convention shall affect any provisions which are more conducive to the realization of the rights of the child and which may be contained in:

a) The law of a State party; or

b) International law in force for that State.

PART II

Article 42

States Parties undertake to make the principles and provisions of the Convention widely known, by appropriate and active means, to adults and children alike.

Article 43

1. For the purpose of examining the progress made by States Parties in achieving the realization of the obligations undertaken in the present Convention, there shall be

established a Committee on the Rights of the Child, which shall carry out the functions hereinafter provided.

2. The Committee shall consist of eighteen experts of high moral standing and recognized competence in the field covered by this Convention.^{1/} The members of the Committee shall be elected by States Parties from among their nationals and shall serve in their personal capacity, consideration being given to equitable geographical distribution, as well as to the principal legal systems.

3. The members of the Committee shall be elected by secret ballot from a list of persons nominated by States Parties. Each State Party may nominate one person from among its own nationals.

4. The initial election to the Committee shall be held no later than six months after the date of the entry into force of the present Convention and thereafter every second year. At least four months before the date of each election, the Secretary-General of the United Nations shall address a letter to States Parties inviting them to submit their nominations within two months. The Secretary-General shall subsequently prepare a list in alphabetical order of all persons thus nominated, indicating States Parties which have nominated them, and shall submit it to the States Parties to the present Convention.

5. The elections shall be held at meetings of States Parties convened by the Secretary-General at United Nations Headquarters. At those meetings, for which two thirds of States Parties shall constitute a quorum, the persons elected to the Committee shall be those who obtain the largest number of votes and an absolute majority of the votes of the representatives of States Parties present and voting.

6. The members of the Committee shall be elected for a term of four years. They shall be eligible for re-election if renominated. The term of five of the members elected at the first election shall expire at the end of two years; immediately after the first election, the names of these five members shall be chosen by lot by the Chairman of the meeting.

7. If a member of the Committee dies or resigns or declares that for any other cause he or she can no longer perform the duties of the Committee, the State Party which nominated the member shall appoint another expert from among its nationals to serve for the remainder of the term, subject to the approval of the Committee.

8. The Committee shall establish its own rules of procedure.

9. The Committee shall elect its officers for a period of two years.

10. The meetings of the Committee shall normally be held at United Nations Headquarters or at any other convenient place as determined by the Committee. The Committee shall normally meet annually. The duration of the meetings of the Committee shall be determined, and reviewed, if necessary, by a meeting of the States Parties to the present Convention, subject to the approval of the General Assembly.

11. The Secretary-General of the United Nations shall provide the necessary staff and facilities for the effective performance of the functions of the Committee under the present Convention.

12. With the approval of the General Assembly, the members of the Committee established under the present Convention shall receive emoluments from United Nations resources on such terms and conditions as the Assembly may decide.

Article 44

1. States Parties undertake to submit to the Committee, through the Secretary-General of the United Nations, reports on the measures they have adopted which give effect to the rights recognized herein and on the progress made on the enjoyment of those rights

a) Within two years of the entry into force of the Convention for the State Party concerned;

b) Thereafter every five years.

2. Reports made under the present article shall indicate factors and difficulties, if any, affecting the degree of fulfilment of the obligations under the present Convention. Reports shall also contain sufficient information to provide the Committee with a comprehensive understanding of the implementation of the Convention in the country concerned.

3. A State Party which has submitted a comprehensive initial report to the Committee need not, in its subsequent reports submitted in accordance with paragraph 1 (b) of the present article, repeat basic information previously provided.

4. The Committee may request from States Parties further information relevant to the implementation of the Convention.

5. The Committee shall submit to the General Assembly, through the Economic and Social Council, every two years, reports on its activities.

6. States Parties shall make their reports widely available to the public in their own countries.

Article 45

In order to foster the effective implementation of the Convention and to encourage international co-operation in the field covered by the Convention:

- a) The specialized agencies, the United Nations Children's Fund, and other United Nations organs shall be entitled to be represented at the consideration of the implementation of such provisions of the present Convention as fall within the scope of their mandate. The Committee may invite the specialized agencies, the United Nations Children's Fund and other competent bodies as it may consider appropriate to provide expert advice on the implementation of the Convention in areas falling within the scope of their respective mandates. The Committee may invite the specialized agencies, the United Nations Children's Fund, and other United Nations organs to submit reports on the implementation of the Convention in areas falling within the scope of their activities;
- b) The Committee shall transmit, as it may consider appropriate, to the specialized agencies, the United Nations Children's Fund and other competent bodies, any reports from States Parties that contain a request, or indicate a need, for technical advice or assistance, along with the Committee's observations and suggestions, if any, on these requests or indications;
- c) The Committee may recommend to the General Assembly to request the Secretary-General to undertake on its behalf studies on specific issues relating to the rights of the child;
- d) The Committee may make suggestions and general recommendations based on information received pursuant to articles 44 and 45 of the present Convention. Such suggestions and general recommendations shall be transmitted to any State Party concerned and reported to the General Assembly, together with comments, if any, from States Parties.

PART III

Article 46

The present Convention shall be open for signature by all States

Article 47

The present Convention is subject to ratification. Instruments of ratification shall be deposited with the Secretary-General of the United Nations.

Article 48

The present Convention shall remain open for accession by any State. The instruments of accession shall be deposited with the Secretary-General of the United Nations.

Article 49

1. The present Convention shall enter into force on the thirtieth day following the date of deposit with the Secretary-General of the United Nations of the twentieth instrument of ratification or accession.
2. For each State ratifying or acceding to the Convention after the deposit of the twentieth instrument of ratification or accession, the Convention shall enter into force on the thirtieth day after the deposit by such State of its instrument of ratification or accession.

Article 50

1. Any State Party may propose an amendment and file it with the Secretary-General of the United Nations. The Secretary-General shall thereupon communicate the proposed amendment to States Parties, with a request that they indicate whether they favour a conference of States Parties for the purpose of considering and voting upon the proposals. In the event that, within four months from the date of such communication, at least one third of the States Parties favour such a conference, the Secretary-General shall convene the conference under the auspices of the United Nations. Any amendment adopted by a majority of States Parties present and voting at the conference shall be submitted to the General Assembly for approval.
2. An amendment adopted in accordance with paragraph 1 of the present article shall enter into force when it has been approved by the General Assembly of the United Nations and accepted by a two-thirds majority of States Parties.
3. When an amendment enters into force, it shall be binding on those States Parties which have accepted it, other States Parties still being bound by the provisions of the present Convention and any earlier amendments which they have accepted.

Article 51

1. The Secretary-General of the United Nations shall receive and circulate to all States the text of reservations made by States at the time of ratification or accession.
2. A reservation incompatible with the object and purpose of the present Convention shall not be permitted.
3. Reservations may be withdrawn at any time by notification to that effect addressed to the Secretary-General of the United Nations, who shall then inform all States. Such notification shall take effect on the date on which it is received by the Secretary-General.

Article 52

A State Party may denounce the present Convention by written notification to the Secretary-General of the United Nations. Denunciation becomes effective one year after the date of receipt of the notification by the Secretary-General.

Article 53

The Secretary-General of the United Nations is designated as the depositary of the present Convention.

Article 54

The original of the present Convention, of which the Arabic, Chinese, English, French, Russian and Spanish texts are equally authentic, shall be deposited with the Secretary-General of the United Nations. In witness thereof the undersigned plenipotentiaries, being duly authorized thereto by their respective Governments, have signed the present Convention.

RESUME



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EDUCATION :

- **Bachelor** : 2009, Near East University, Economics and Administrative Sciences, International Relations
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