



hayata destek
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unicef



70 YEARS
FOR EVERY CHILD

SUPPORT TO LIFE

CHILD LABOUR PROGRAMME 2016

MANUAL FOR CASEWORKERS

March 2016

EXECUTIVE SUMMARY

1. Since the beginning of the Syrian conflict in 2011, millions of Syrian refugees have fled into Turkey. At first believing that the conflict would be short, these refugees have had to come to terms with the permanence of their situation. As the war continues without an end in sight, many have moved on to Europe but even more have remained in Turkey and begun to set up lives across the country; from the southeast to Istanbul.
2. In the poverty that war and dislocation have wrought, child labour has become epidemic amongst the Syrian refugee population. Supported by UNICEF, Support to Life piloted a programme to reduce child labour in Şanlıurfa during 2015. In 2016, as partners, UNICEF and Support to Life will implement a new Child Labour Programme across Turkey.
3. After setting out the background to the refugee crisis, the terms of reference and the relevant legal framework, this Manual sets out recommendations for that new Child Labour Programme in Turkey. The recommendations are a response to data compiled through a six-tier needs assessment of the Syrian refugee community regarding child labour, in Şanlıurfa city during 2015, together with reports on child labour by other NGOs and INGOs and extensive interviews with Support to Life's staff operating across the country.
4. This new Programme builds its strategy on UNICEF's four-fold approach which identifies four general strategies as below;
 - a. Economic and Financial Support; to tackle poverty as one of the root causes of child labour,
 - b. Revisiting Social Norms and Discriminatory Practices; to raise awareness on the negative impacts of child labour and the importance of education,
 - c. Revision of Business Principles; to engage producers in child labour problem through more emphasis on supply chain,
 - d. Access to Basic Services; to minimize the impacts of ongoing child labour.
5. In addition to recommendations for organisational improvements at Support to Life, to enable STL to provide its services more effectively and efficiently, this Manual, which was developed with UNICEF support, suggests the following services to remove children from child labour and facilitate their return to school based on UNICEF's model:
 - a. Economic and Financial Support
 - i. A Special Needs Fund
 - b. Revisiting social norms

- i. Awareness Raising and Informative Support
 - c. Revision of Business Principles
 - i. Awareness raising sessions with employers
 - d. Access to Basic Services
 - i. Education Support
 - ii. Psychosocial Support
 - iii. Seasonal Migratory Work Assistance
- 6. The CL Programme is designed to provide a standardised set of services in each of Support to Life's project locations and it is intended that it will evolve and develop during its lifetime, to better reflect the changing needs of refugee children and families on the ground in Turkey.

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SECTION 1: INTRODUCTION

1. Before its disastrous plunge into crisis and armed conflict, Syria was a middle-income country capable of providing a decent living for most of its people. Almost all children went to school, and literacy rates were above 90%. Five years into the crisis, four out of five Syrians are estimated to be living in poverty and 7.6 million people are internally displaced.¹
2. By the end of 2014, the unemployment rate had almost quadrupled to reach 57.7%. Neighbouring countries are also suffering the consequences of what has become a regional crisis, struggling to cope with an influx of four million refugees, about half of whom are children.
3. Child labour was a fact of life in Syria prior to the war, but the humanitarian crisis has greatly exacerbated the problem. As a result, many children are now involved in economic activities that are mentally, physically or socially dangerous and which limit – or deny – their basic right to education. In its most extreme forms – such as child recruitment by armed forces and groups, or sexual exploitation – child labour is a grave violation of children’s rights. As the economic circumstances of families become more desperate, the working conditions in which children find themselves are worsening.
4. It is difficult to estimate accurately the number of Syrian refugees in Turkey – many refugees are unregistered and more refugees cross into Turkey every day – but already by 2014 approximately 2.1 million registered Syrian refugees had entered Turkey. 258,000 were residing in refugee camps, with the rest living in cities across the country.² The number has increased since then, according to UNHCR figures, as of April 6, 2016, there are 2,715,789 registered Syrian refugees in Turkey and 1,471,958 of these refugees are children under 18.³ Recent estimates suggest there are now more than 500,000 Syrian refugees in Istanbul alone.
5. Many of the displaced Syrian families lack employment, shelter or adequate food with little to no access to social services, health care or education. There are 2,514, 247 registered Syrian refugee children outside Syria and half of these children are currently not enrolled in school, which puts them at risk of exploitation, abuse and neglect.⁴ Without intervention from Governments, INGOs and NGOs such as Support to Life (“STL”), there is a real risk of a ‘lost generation’ of Syrians.

¹ ‘Small Hands – How the Syrian Conflict is Driving More Children into Child Labour’, Save the Children. July 2015.

² United States Department of Labour’s report on Worst Forms of Child Labour (2014).

³ UNICEF Syria Crisis, March 2016, Humanitarian Results.

⁴ The figures given are sourced from UNICEF. However, the figures on the number of Syrian refugees and children as a whole may change from source to source, reflecting the speed at which the situation is changing. Other sources, such as United States Department of Labour’s report on Worst Forms of Child Labour (2014) suggests that there are 800,000 school aged Syrian children in Turkey with only 100,000 currently enrolled into school.

6. Furthermore, as Syrian parents struggle to find meaningful employment, they frequently rely on their children as contributors to the family income. This often causes the children to work in the worst forms of child labour. In these circumstances, particularly in urban environments, Syrian children are highly vulnerable and they may become subject to sexual exploitation, human trafficking, begging and child labour.

Child Labour Programme

7. This manual is a comprehensive guide to STL's Child Labour Programme ("**CL Programme**"), analysing the problem of child labour in Turkey and setting out recommendations for services to remove children from child labour and return them to school.
8. This manual is for STL Staff, especially Community Centre ("**CC**") Caseworkers and for donors. The intention is to provide a standardised response to the child labour crisis across STL's various offices. The CL Programme is intended to be implemented first in the Hatay, Şanlıurfa, Viranşehir and Istanbul CCs, and then in the Adana and Düzce offices, during the month of the harvest that seasonal agricultural workers arrive there.
9. The CL Programme is designed to be adaptable and to evolve during its lifetime. While STL should strive to provide the same high level of service across its offices, it is not the intention that Caseworkers slavishly follow the recommendations in this manual. Instead, all STL staff are encouraged to think creatively about how they might best solve the problems that they face in providing the best service possible. Different CCs will need to be able to adapt their services to the realities that they face on the ground in their area.
10. It is essential, however, that this creative thinking should be in line with human rights based approach and is backed up by internal communication and the sharing of best practice between CCs so that innovations or 'fixes' thought up in one CC can be used in other CCs grappling with similar problems.
11. The services recommended in the CL Programme are aimed at Syrian refugee children, with the exception of the Seasonal Agricultural Work ("**SAW**") Assistance, which is aimed at both Turks and Syrians involved in SAW.
12. The CL Programme will focus on direct interventions that STL can make to remove children from work, to prevent children at risk of work from working and to return children to school. Other programmes that STL is running, or will develop, will focus on how these circumstances can be changed to further help the refugee population, through lobbying, advocacy and more general awareness raising and, as a result, these will not be included in the CL Programme.

SECTION 2: CONCEPTUAL FRAMEWORK – TERMS OF REFERENCE

1. At the start of this manual, and for the purposes of the CL Programme, it is important to establish a conceptual framework and some terms of reference.

Child Labour

2. There is a distinction to be made between child work and child labour:
 - a. **Child work** includes activities which are not harmful, which do not interfere with the child's education and which may contribute to their healthy development;
 - b. **Child labour** consists of all types of work, performed by children up to the age of 18 years, that is damaging to children's health or their physical, mental, intellectual, moral or social development, and interferes with their education.
3. The CL Programme, therefore, is not focussed on removing children from work that they may perform at home, on a family farm or for a family business – all of which may teach them skills, earn them money and contribute to their self-confidence – as long as that work is not a danger to their health and well-being, and does not prevent them from going to school and enjoying childhood activities.

Harmful work

4. Harmful work hurts children's bodies as well as their prospects in life. Harmful work impacts children in different ways, but younger and inexperienced children tend to suffer disproportionately. Children may face physical injury and even death, and/or psychological damage and abuse. In addition, many working children are deprived of an education, as they have neither the time, nor the energy to attend school, due to the demands of their work. Dropping out of school puts these children at a life-long disadvantage, hindering their chances of getting decent work and escaping the cycle of poverty and exploitation.⁵

Worst forms of child labour

5. The worst forms of child labour are defined by the ILO as work where harm is extreme and the violation of rights is impossible to prevent, which requires the urgent removal of children from the workplace and the provision of assistance to children and their families.⁶ The worst forms of child labour include all forms of slavery and practices similar to slavery, such as trafficking of children, bonded labour, serfdom and recruitment for armed conflict. Also included are the use of

⁵ 'Small Hands – How the Syrian Conflict is Driving More Children into Child Labour', Save the Children, July 2015.

⁶ Article 3, ILO Convention No. 182 on the worst forms of child labour, 1999.

children in prostitution, pornography and illicit activities, such as drug production and drug trafficking, and any work in hazardous conditions.⁷

6. The worst forms of child labour can cause severe psychological damage to children. Working in an environment where they are harassed or experience violence and abuse will have a profound effect on a child's mental health.

Hazardous child labour

7. Hazardous child labour is work where rights are violated and in practice this work puts children at harm. Types of hazardous work might include:
 - a. work which exposes children to physical, emotional or sexual abuse;
 - b. work underground, under water, at dangerous heights or in confined spaces;
 - c. work with dangerous machinery, equipment and tools, or which involves the manual handling or transport of heavy loads;
 - d. work in an unhealthy environment which may, for example, expose children to hazardous substances, agents or processes, or to temperatures, noise levels, or vibrations damaging to their health; and
 - e. work under particularly difficult conditions such as work for long hours or during the night or work which does not allow for the possibility of returning home each day.⁸
8. *Hazards vs. Risks*: A hazard is something with the potential to cause physical injury, illness, mental harm, or stunt physical, intellectual, or emotional development. A risk is the likelihood that this harm is actually going to happen.

Child

9. Convention on the Rights of the Child (CRC) defines a 'child' as a person below the age of 18, unless the laws of a particular country set the legal age for adulthood younger.

THE LEGAL FRAMEWORK

10. On the issue of child labour, both domestic legislation and international treaties govern Turkey.

A) International law







11. Turkey has signed and ratified all of the major international treaties related to child protection, including:
 - a. The UN Convention on the Rights of the Child, ratified on 9 December 1994.
 - b. Optional Protocol on the Sale of Children, Child Prostitution and Child Pornography and the Optional Protocol on the Involvement of Children in

⁷ 'Learning to Work Together: A handbook for managers on facilitating children's participation in actions to address child labour', Regional Working Group on Child Labour, 2003.

⁸ 'Towards the elimination of hazardous child labour: Practices with good potential', ILO, 2012.

- Armed Conflicts, ratified on 19 August 2002 and 4 May 2004 respectively. □
- c. ILO Conventions against Child Labour (Conventions No. 138 and 182).
 - d. The European Convention on the Exercise of Children's Rights. □
 - e. The UN Convention against Transnational Organized Crime and the Additional Protocol against the Smuggling of Migrants by Land, Sea and Air as well as the Additional Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children.
 - f. The Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) and its Optional Protocol (with regard to female children).

Ratification of international conventions on child labour by Turkey:

Convention	Ratification
 ILO C. 138, Minimum Age	✓
 ILO C. 182, Worst Forms of Child Labor	✓
 UN CRC	✓
 UN CRC Optional Protocol on Armed Conflict	✓
 UN CRC Optional Protocol on the Sale of Children, Child Prostitution and Child Pornography	✓
 Palermo Protocol on Trafficking in Persons	✓

Source: US Dept. of Labor: 2014 Findings on the worst forms of child labour.

12. The UN Convention on the Rights of the Child also considers any person under the age of 18 as a child.
13. Crucially, Article 90 of the Turkish Constitution states that **international conventions concerning basic human rights and freedoms, including the Convention on the Rights of the Child, have supremacy over national laws.** Therefore, when there is inconsistency between national and international laws or when the national laws do not cover an issue that is included in international treaties, those international treaties should be followed.

Enforcement

Which agency is responsible for enforcement?

14. The following table outlines which government institution or agency is responsible for the enforcement of child labour laws in Turkey:

Organization/Agency	Role
Labor Inspection Board Presidency within the Ministry of Labor and Social Security (MOLSS)	Implement laws on child labor and hazardous child labor, including regulating work environment and conditions for children. Monitor the implementation of the Labor Law provisions in workplaces under its jurisdiction. (14) Conduct joint inspections with the Mentoring and Inspection Presidency to find children under legal working age who have dropped out of school, and direct them back into education. (14)
Monitoring and Inspection Presidency within MOLSS	Monitor compliance with laws related to social security of all workers, including child workers. Conduct joint inspections with the Labor Inspection

	Board Presidency to find children under legal working age who have dropped out of school and refer them to education services. (14)
Turkish National Police (TNP)	Enforce laws defining criminal activity. (13)
Ministry of Justice	Prosecute legal cases regarding child labor or exploitation of children. (13)
Ministry of Family and Social Policy (MFSP)	Receive all referred child laborers in need of assistance. Coordinate services targeted to children living and/or working on the streets through the Directorate General of Child Services within MFSP. (13)
Ministry of National Education (MONE)	Receive all referred child laborers in the compulsory education age and provide educational services.

Adopted from US Dept. of Labor: 2014 Findings on the worst forms of child labour.

15. While a child is considered to be any person under the age of 18, the minimum age for work in Turkey is 15, provided that the work is not hazardous. On the other hand, proper oversight of work places and enforcement of work regulations are so lacking in Turkey that hazardous work is very often not restricted to adults. This failure of enforcement is combined with uncertainty and gaps in the legal coverage of children, detailed further below.
16. MOLSS uses authorised inspectors to carry out checks on businesses to make sure that those businesses are complying with child labour laws. However, the results of those inspections show the system to be ineffective. In 2013, the last year for which we currently have data, there were only 970 authorized inspectors, who conducted 23,504 inspections in 2013. In those inspections, only 397 children were found to be working. This number is very low considering the number of children known to be currently employed in Turkey. In addition to this apparent failure to find child workers, the fine for employing a child is approximately \$665, which is far lower than required to properly dissuade businesses from employing child workers.
17. These failures of clarity and of enforcement serve to undermine both the domestic and international frameworks for protecting children under the age of 18. As a result of this failure to apply the legal framework in practice, STL's position is that all children under the age of 18 will qualify for the services under the CL Programme.
18. Since the ratification of the UN Convention on the Rights of the Child ("UNCRC") in 1994, Turkish law has adopted the UNCRC's principles in the **Code on Child Protection**, the **Penal and Civil Code** and in amendments to the Turkish Constitution. The **Criminal Code** also sets out the criminal offences against children, which include sexual, physical and psychological abuse, forced labour, exploitation, abandonment and neglect. Offences against children carry more severe punishments than those against adults.

B) Turkish domestic law

The Turkish Constitution

19. The Constitution includes a number of articles that directly address child labour, often reflecting provisions in the UNCRC:
- Article 61** expresses the Turkish State’s obligation “*to support children dependent on protection over for society*”.
 - Article 50** states that: “*No individual can be made to work in jobs inappropriate for their age, sex and strength. Children, women and those who have deficient physical and mental health should be particularly protected in the context of working condition.*”
 - Article 42** explains that: “*No individual can be deprived of their right to free primary education in state schools regardless of their gender.*”
 - Article 41** states that the government must install the necessary institutions and take preventative measures to ensure the peace and welfare of the family and to safeguard the protection of mothers and their children. It further establishes that every child has the right to adequate protection and care and underlines the State’s responsibility to protect children against neglect and abuse.

Who does Turkish law apply to?

20. Turkish law applies to all people within its territory; therefore Syrian refugees currently in Turkey are able to rely on the laws of Turkey.

What is a Child?

21. **Any person under the age of 18** is considered a child in Turkey, according to the Child Protection Law, the Turkish Penal Code and the Civil Code.

What work can children do?

22. Under Article 71 of the Labour Act No 4857, the **minimum age for work** in Turkey is **15**. There are, however, some exceptions to this rule:
- children aged 14 can work in light occupations listed by the government (such as selling flowers or newspapers);
 - children under the age of 16 are prohibited from employment in arduous or dangerous work; and
 - the minimum age for hazardous work is 18.

Laws and regulations related to child labour in Turkey:

Standard	Yes/No	Age	Related Legislation
Minimum Age for Work	Yes	15	Article 71 of the Labor Act (38)
Minimum Age for Hazardous Work	Yes	18	Articles 71-73 of the Labor Act; Annex 3 of the Regulation on Methods and Principles for

			Employment of Children and Young Workers (38, 39)
Prohibition of Hazardous Occupations or Activities for Children	Yes		Annex 3 of the Regulation on the Principles and Procedures Governing the Employment of Children and Young Workers; Regulation amending the Regulation on the Principles and Procedures for the Employment of Children (39-42)
Prohibition of Forced Labor	Yes		Articles 80 and 117 of the Penal Code (43)
Prohibition of Child Trafficking	Yes		Article 80 of the Penal Code (43)
Prohibition of Commercial Sexual Exploitation of Children	Yes		Articles 77, 103, 226, and 227 of the Penal Code (43)
Prohibition of Using Children in Illicit Activities	Yes		Articles 37-38 of the Penal Code
Minimum Age for Compulsory Military Recruitment	Yes	21	Article 2 of the Law on Military Service (44, 45)
Minimum Age for Voluntary Military Service	NA (No voluntary military service)		
Compulsory Education Age	Yes	17	Article 3 of the Primary Education Law; Education Reform Law (14, 46-48)
Free Public Education	Yes		Article 2 of the Primary Education Law; Article 42 of the Constitution of the Republic of Turkey (13, 46, 49)

Adopted from US Dept. of Labor: 2014 Findings on the worst forms of child labour.

23. However, there are gaps in the domestic legislation governing child labour. As Article 4 of the Labour Act makes clear, the prohibitions on child employment do not apply to:
- a. businesses with fewer than 3 employees;

- b. farms with fewer than 50 employees; and
 - c. in domestic service.
24. These gaps in the law leave children vulnerable to exploitative conditions without legal protection.

SECTION 3: CHILD LABOUR DATA COLLECTION PROCESS AND RESULTS

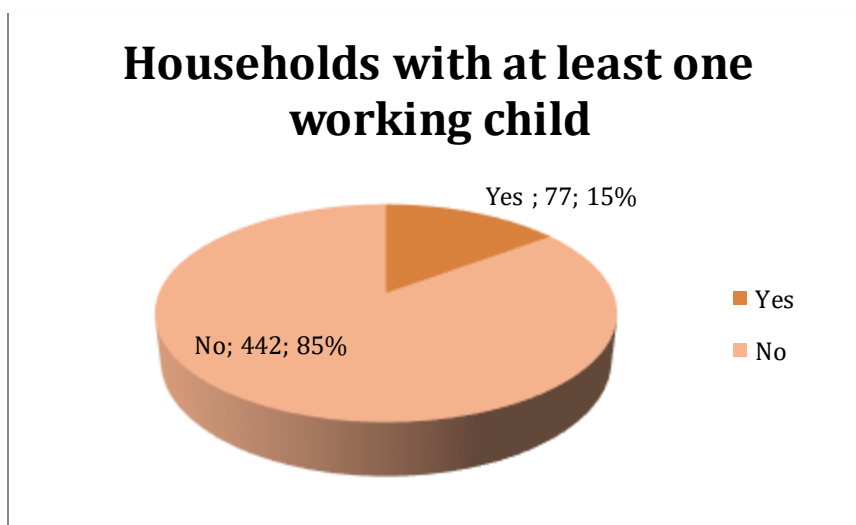
1. A six-tier needs assessment regarding child labour for the Syrian refugee community was conducted in Şanlıurfa city during 2015 by STL team.
2. The six tiers of the data collection process were as follows:
 - 1) CC regular needs assessment of 500 Syrian refugee families.
 - 2) Basic child labour survey of 98 working children.
 - 3) Key informant visits to 11 key informants.
 - 4) School visits to 6 schools and discussions with their principals.
 - 5) Child Labour Focus Group Discussions (“FGD”s) with 46 participants.
 - 6) More detailed child labour survey of 46 child workers.
3. This mix of qualitative and quantitative data allows a detailed understanding of the causes of child labour and the barriers to reducing it. Details and the results of these assessments are set out below.

1) CC Regular Needs Assessment

4. In the first half of 2015, a needs assessment of refugee adults, refugee children and host community adults was undertaken. STL’s outreach team reached and assessed 500 Syrian refugee families, 77 of them were families that had working children. The results of this needs assessment was published in full as an annex to the Şanlıurfa Progress Report June/July 2015. The following sections are taken from that Report and included here on the basis that they offer insight into the child labour situation, which is useful for this manual.

Child Labour

5. 14.84% of all the respondents said that there is at least one working child in their household.



6. Working children were aged between 8 and 18 years old, where the average age for working children is 14.66.
7. When families were asked the types of work their children undertake, 41.56% said that their children work in harsh and dangerous labour, 28.57% said that they work in a shop, 23.38% said that they work in a bakery, 3.90% said that they work in a factory.

Type of work for working children	
Farm Work	0.00%
Domestic labour (cleaner or cook at other houses)	1.30%
Working in a shop	28.57%
Bakery	23.38%
Factory work	3.90%
Transporting people or goods	1.30%
Other harsh and dangerous labour	41.56%

8. 88.16% of the families said that children work over 8 hours a day, 7.89% work between 4-8 hours a day and 3.95% said that they work 4 hours a day. When the families were asked how many times a week their children work, 86.79% of the families said that their children work 6 or 7 days a week, 9.43% work 3-5 days. 3.77% said that they work only on weekends.
9. Only 5.19% of the families said that their children were working in Syria as well. 39.73% of respondents worried that working too much might effect their children's physical development; 32.88% worried about the possibility of physical injury due to work; 8.22% stated that s/he has no time for friends and leisure; 5.48% worried about unhygienic conditions; and 5.48% worried about abuse or assault by a co-worker or supervisor.

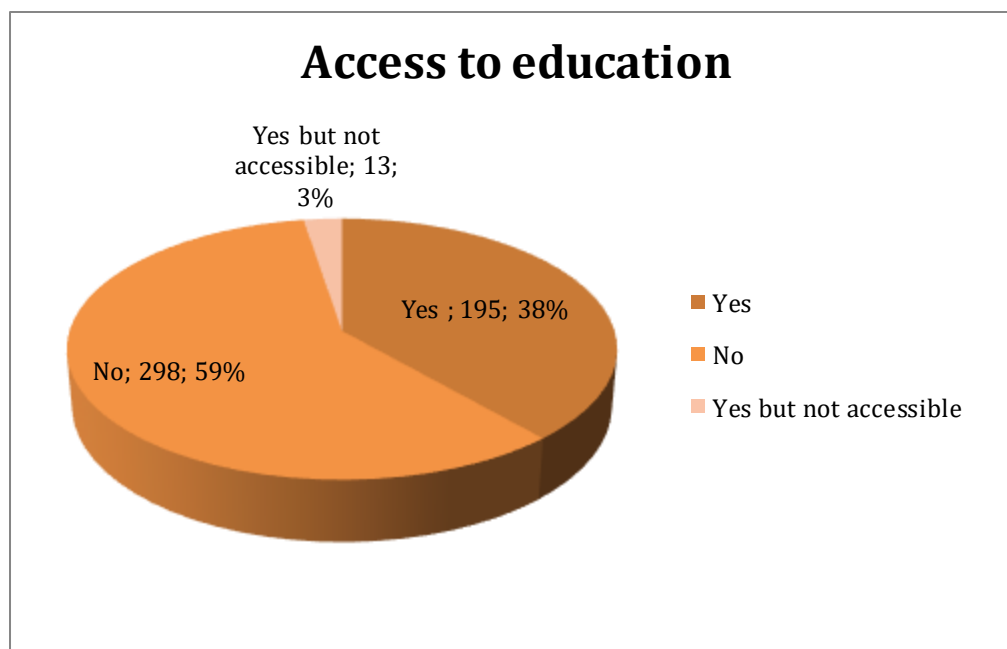
Do you think that there is any risk for your working child?	
Working too much so his/her physical development might be badly affected	39.73%
Physical injury due to his work	32.88%
Unhygienic conditions	5.48%
He / she has no time to spend with family/friends/leisure	8.22%
Abuse/assault by co-workers/bosses	5.48%
Other	8.22%

10. 41.56% families stated that their children have to work because there is no adult breadwinner; 19.48% families said that the adult breadwinner does not earn enough income for the family.

11. As can be seen from responses in this part, despite being a phenomena for only 15% of the population, the conditions for working children are extremely difficult: their average age is very low, working hours and days are very long, especially for their age, their families worry about a wide range of issues and they are mostly working because of their families' bad economic circumstances.

Education

12. 38.54% of the refugee respondents indicated that they knew about education related services, while 58.89% of respondents indicated that they did not know about these services.



13. Out of 519 respondents, 273 children from 129 families were attending school. In total, 129 families stated that they have on average 2.12 children who go to school. 46.84% of the respondents, or 222 families, stated that they had children under the age of 18 who did not attend school. In conclusion, almost 50% of respondents had

at least one child who did not attend school. In Şanlıurfa, therefore, education is still a huge problem for the refugee community.

14. When 186 respondents were asked why their children did not attend school, 19.35% stated that school was too far away; 16.67% stated that the child did not want to go to the school; 15.05% said that they applied to a Turkish school but the school did not accept them; and 14.52% stated that the child was working so s/he could not get to school. Out of a total of 519 respondents, 7.53% respondents stated that their child is under 15 but still working. In other words, close to 15% of families have children working and nearly half of them are under 15 years old.
15. Protection concerns appeared out of the education questions, given the reasons why some children were not attending school, including: parents disapproval (4.84%), helping with the house work (4.30%), getting married (3.23%), and child stress (1.08%).

Why does your child not attend school?	
We applied to school but they did not accept us (Syrian)	4.30%
We applied to school but they did not accept us (Turkish)	15.05%
The child is currently working so he/she cannot go (Under 15 years old)	7.53%
The child is currently working so he/she cannot go (15-17 years old)	6.99%
The child is not willing to go	16.67%
Parents/elders do not approve of her/him going to school	4.84%
Parents/elders do not have money to pay for school expenses	5.91%
She/he will get married	3.23%
The child does not have any certification	2.69%
The school is too far away	19.35%
Lessons are in Turkish	4.30%
Poor education quality	3.76%
She/he needs to help with the housework	4.30%
The child is upset/distressed and unmotivated	1.08%

16. The data of the 77 families that had working children was also analysed to clarify the conditions for working children and their families and to identify children most at risk of work. The following key findings were made in relation to child labour:
- Primary bread earner for working children families:* 41.55% of these families had an adult male primary bread earner, while 46.75% of them were families with a male primary bread earner under 18, and 3.89% were families with a female primary bread earner under 18. Therefore, 51.94% of these families are families who depend only on children to survive.

- b. *Size of working children families:* 84.41% of families consisted of more than 5 people.
- c. *Numbers of people and families in each household:* 50.64% of families asked were sharing a house with other families; 35.06% with just one other family, 6.49% with two other families and 7.73% with three other families. As for the total number of individuals living at the same house, 80.51% of households contain 6 to 20 people and most of these houses are crowded. Children in crowded houses are more at risk of being sent to work.
- d. *Duration of residence in Turkey:* 42.85% of families had been residing in Turkey for less than one year, 40.25% for between one and two years and 16.88% for more than two years. Children of families who have only been residing in Turkey for a short time are more likely to be sent to work than the children of families who have been residing in Turkey for a longer period of time.
- e. *Education level:* 44.15% of those interviewed had reached primary education, 20.77% had reached secondary education, 10.38% had reached high school, 18.18% were not educated at all and only 3.89% had reached higher education. This suggests that children with uneducated parents or parents with only primary or secondary education are more at risk of work.
- f. *Work or occupation in Syria:* 38.96% of those interviewed had not worked before, 14.28% had worked in domestic work, 7.79% had worked as shop owners and 9.09% had worked in manual labour. The number of people who had not worked before was especially high because 66.23% of the interviewees were female and 32.46% were male, so social and cultural traditions regarding work affect this percentage.
- g. *Physical and mental disabilities:* 12.98% of working children families had a person with a physical disability and 5.19% had a person with a mental disability. These disabilities put more pressure on both families and working children to support their families.
- h. *Families taking care of unaccompanied children:* 3.89% of families were taking care of an orphan or unaccompanied child. These unaccompanied children were more at risk of work as well.

2) CC Basic Child Labour Survey

17. A basic child labour survey was also created and 98 working children were interviewed during June and July 2015. The interviews produced the following information:
- a. Of the 98 working children, 29% were Syrian and the rest were Turkish.
 - b. The working children were aged between 9 and 17 years old.
 - c. Places of work included: grocers, bakeries, hairdressers, restaurants, furniture stores, blacksmiths and tailors.

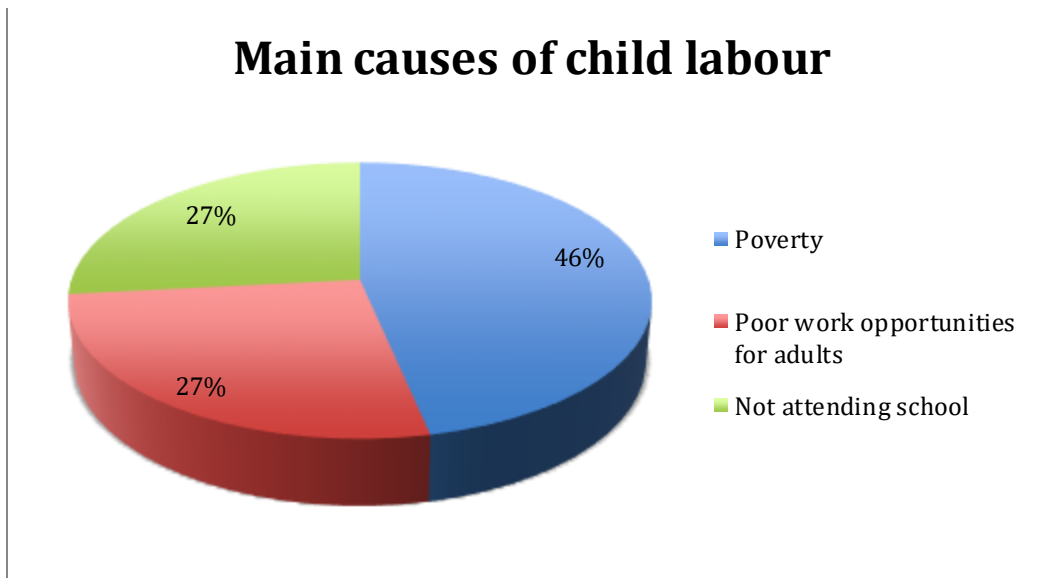
- d. Working children days off: 56% of children had Sunday off, 4% had Saturday off, 16% had no days off and 16% had one day off for each two days they worked.
 - e. School attendance: 30% children were not attending school, of which 4% were Turkish while 26% were Syrian.
 - f. 5% (all Syrian) of the children were illiterate.
 - g. 86% of children most wanted CC activities to be on Sundays.
 - h. 82% of children asked for outdoors activities, while 3% wanted indoors activities. 13% of children wanted both outdoors and indoors activities.
 - i. 66% of children wanted regular activities, while 30% wanted irregular activities.
18. A more detailed child labour survey was planned for later in the year and can be seen as Part 6 of this CL data collection process and results section, below.

3) Key Informant Visits

19. 11 house visits were conducted during June and July 2015 to meet with “key informants” in the Syrian community, who were reached through colleagues in the STL Food Security team. Nine of these key informants were male, while 2 were female, and the group was aged 30 to 65 years old. They were all teachers or workers, chosen because of their knowledge of the circumstances in the community and especially for working children, as they share the same working environments.
20. The key informants were given an overview of STL’s general plans to target child labour and they provided their feedback on child labour in the Syrian community. 4 of the key informants had working children so their feedback was a combination of their own experiences and their observations of the wider community.

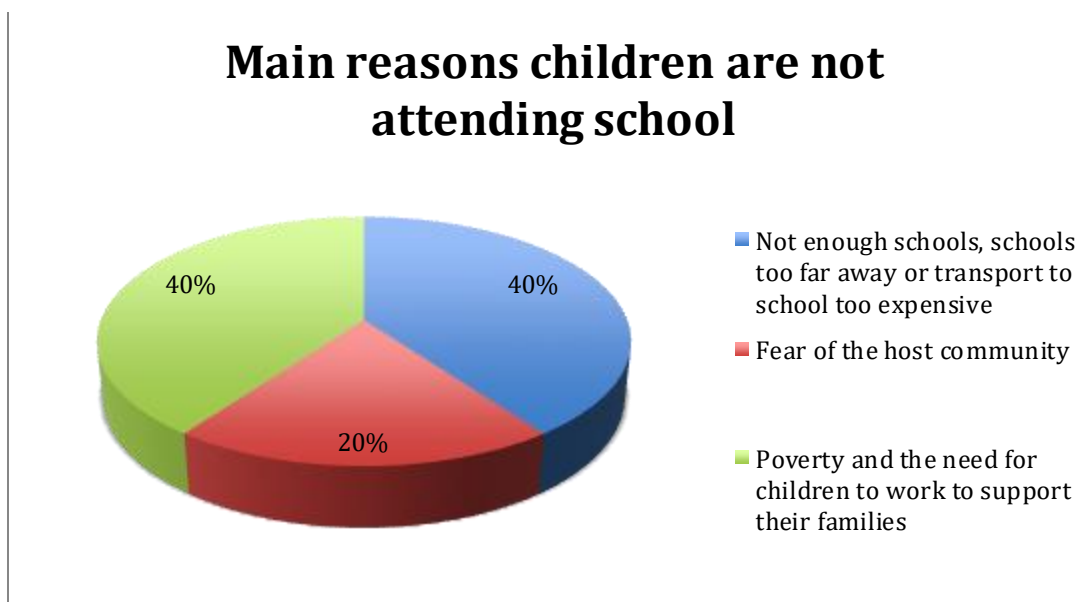
Main causes of child labour

21. 7 key informants agreed that the main reason for child labour was poverty; while 4 of them added that poor work opportunities for adults and 4 others said that not attending school were also important causes of child labour.



Main reasons for not attending schools

22. When asked about the reasons for not attending schools, 4 key informants said that there were not enough schools for Syrian refugees, that schools were far away and that the transportation was expensive.
23. 2 said that: “families are not sending their children to schools because of fear of the host community”. Poverty and the need for children to work to support their families were also mentioned by 4 informants as key reasons for not attending school.



24. A number of respondents also complained of problems that arose from their children being out of school for a long time. When they tried to enrol these children at school again, their children were often put in classes with younger students and without any test to determine the student’s level, or were turned away on the grounds that they had missed too much school and had fallen too far behind.

Kinds of work for Syrian working children

25. All key informants agreed that Syrian children were working: “*mostly in bakeries, groceries, and small markets*”. 3 informants also mentioned a sewing factory in Ahmet Yesevi neighbourhood and a workshop for rosaries in Süleymaniye neighbourhood.

4) Schools visits

26. 4 schools were visited on 6 and 7 July 2015. Ali Baba, Ibn-i Sina and Yenice are Turkish schools teaching the Syrian curriculum for Syrian refugees in a second shift, after the normal school day, while the fourth school visited was a private Syrian school. Following these visits, two further Turkish schools, Eyüp Koç and Serin, were visited on 31 August 2015. Principals of these schools were interviewed; at the Turkish-Syrian schools the Turkish principals were interviewed, but the Syrian principals were present, while at the private Syrian school, the principal was Syrian.

27. Questions were asked on **four main issues**:

- a. general information on the number of registered students, the capacity of schools, the levels or classes in these schools and whether more classes will be opened;
- b. how many registered students have stopped attending school and why;
- c. whether any psychosocial problems or strange behaviours have been observed amongst the students; and
- d. whether the schools could offer any solutions to help illiteracy rates and working children.

28. Principals gave the following **answers**:

- a. Ali Baba School: 160 registered Syrian students and another 10 Syrian students who stopped attending school because, according to the principal of the school, “*these 10 students went back to Syria*”.
- b. Yenice School: 430 registered Syrian students and another 200 Syrian students who stopped attending school. According to the principal, the main reasons why those students stopped attending were: expensive transportation, poverty and movement to another city.
- c. Ibn-i Sina School: 550 registered Syrian students and another 25 Syrian students who stopped coming to school, mainly, according to the principal, because they moved to other cities.
- d. Private Syrian school, Albaha School: 520 registered Syrian students and another 50 students who stopped coming to the school. According to the principal, this was because: they went back to Syria, changed school, did not want to continue studying or (in only one case) had to work.

- e. Serin Primary School: 1240 registered students and another 100 students who stopped attending school, either because they were moving to other schools or they were going back to Syria.
- f. Eyüp Koç School: 715 students registered at the school, which is primary, secondary and high school. The primary level is for male and female students but the secondary and high schools are only for female students. Only 4 students stopped attending school and all of them did so because they were moving to other cities.
- g. As for the number of students who were not registered and not attending schools, principals estimated that the number was likely to be at least as high as the number of registered students, if not higher. Principals also agreed that the main reasons why those children did not register or attend schools were:
 - i. expensive transportation;
 - ii. poverty;
 - iii. cultural traditions, such as females should not attend school; and
 - iv. especially for boys, working to support their family.
- h. The principal of Yenice School had observed that some of the Syrian students were suffering from isolation or poor communication with peers, but their situation was getting better with time. The principals of Ali Baba and Ibn-i Sina schools had not noticed anything abnormal amongst the Syrian students in this regard. Principals at both Serin and Eyüp Koç schools said that aggressive behaviour and rough playing had been observed and at Eyüp Koç, some students had been found with knives. The private school had not had any instances of strange behaviour or psychological problems: *“since our school is a private school, so the registered students are living in good conditions, their families are educated and they know how to handle their children’s situations if any problem was observed on them.”*
- i. The principals all agreed that what the students most needed was winter clothes and stationary.
- j. As for solutions for illiterate children and working children who were not attending school, the Turkish principals suggested the implementation of special classes for illiterate children, once enough students are found (15 students for each class). Once students finish these courses, a special committee would examine them to assess whether they were able to continue studying at the suitable grade for their ages.
- k. For working children who cannot attend a full school day because of work, one Turkish school principal suggested starting special classes for two or three hours which they could attend alongside their work. Another Turkish school principal suggested that instead of these special classes, those children should just attend the regular classes for 2 – 3 hours and the school should be understanding about their work commitments. The principals at Eyüp Koç and Serin said that they did not have the capacity for such special classes and

that: “Our students should attend all classes, nothing special can be done for working children.”

- l. Finally, the Turkish school principals talked about the registration of Syrian students at Turkish schools. All three principals reaffirmed that Syrian students could register at any Turkish school with only their AFAD identity and an address, and with no need for a residency permit. If the student had a certificate to prove his/her grade, then this student could continue his/her education with no need for any test. Tests should only be administered to students who do not have a certificate to determine which grade they should join.
- m. This information was confirmed by STL in a visit to the Şanlıurfa Directorate of Education in September 2015. The Deputy Director also confirmed that about 40,000 Syrian students were registered at Turkish schools in Şanlıurfa. The Deputy said that the Directorate could provide school for working children during the evening, after 5pm, so that they could fit it in around their work. The Directorate wanted to have equal numbers of Turkish and Syrian working children before beginning these classes.
- n. Regarding incidents of children being beaten at the Turkish-Syrian schools, the Deputy said that the Directorate was aware of them, but for the Directorate to take action, the families concerned should register their complaints against the teacher or the school with the police.

5) Child Labour Focus Group Discussions (FGDs)

29. Three FGDs were conducted in Şanlıurfa with adult Syrian refugees on 6, 7 and 11 August 2015, to provide qualitative data from which to assess the situation of working children and their families.
30. 46 participants attended these FGDs, 28 (61%) of whom had working children. All these participants were adult Syrian refugees, aged between 25 and 70. Each focus group contained a mix of men and women. In total, there were 20 male and 26 female participants.
31. Questions in three domains – protection, child labour and education – were addressed to participants, followed by discussions in which participants were asked for their suggestions about projects that the CC could implement to improve the child labour problem.
32. A fuller report by STL covers the whole content of these FGDs, but the information that arose from those discussions which is directly related to child labour is set out and analysed below.

Vulnerability and protection

33. All three groups agreed that children and women were the most vulnerable groups in their communities, especially where they did not have male supporters.

Participants in the third session added two more groups that they believed were especially vulnerable: the elderly and poor Syrian families.

34. Participants in the three groups agreed on the following **risks** for children:
 - a. exploitation by work owners;
 - b. poor salaries or no salaries at all; and
 - c. learning bad habits such as smoking, theft and the use of drugs.
35. The first and third FGDs also mentioned that Syrian children were being beaten by Turkish children, while the second group believed these attacks to not just be on children but on all Syrians in the city.
36. Participants in each group suggested different ideas to improve the risks, including:
 - a. Providing centres that give psychosocial support to children.
 - b. Educating children.
 - c. Providing special E-vouchers for working children so they don't have to work.
 - d. Awareness-raising sessions for mothers in order to know how to deal with their working children.
 - e. Financial support for families.
 - f. Helping with the feeling that Syrians do not have any rights (e.g. by providing access to some kind of official authority for Syrians so they can get their rights and be protected).

Child labour

37. This part was the main topic discussed with participants in the FGDs; questions were addressed to participants, and since most participants had working children, their answers were based on their personal experience.
38. All participants in the three FGDs said, “*Yes, we know working children,*” and agreed that: “*there isn't a Syrian house without working children.*”
39. Children were working everywhere, in all types of work, including in bakeries, grocers, collecting garbage, construction, clothes shops, coffee shops, restaurants and as carriers.
40. Participants at the first session said that 75% of working Syrians were children while participants at the second session could not give an exact number or percentage but said that most Syrian children were working children. At the third session participants claimed: “*the number of working children is big and there is no Syrian family without one or two working children.*” This assessment was based on the participants’ observations of their surroundings and/or their personal experience of having working children themselves, or amongst their relatives and neighbours.
41. Participants in all the sessions agreed that the number of working children had increased since Syrians arrived in Şanlıurfa. Participants in the second and third sessions said that the number of Syrian working children continuously rises and families who previously were not sending their children to work had also started to

do so, because there were no work opportunities for adults and their financial situation was getting worse.

42. At the first session participants added that Turkish work owners are employing Syrian children instead of Turkish children because they can pay Syrian children less.
43. In addition to the risks faced by children on account of their vulnerability, listed in the first section, some participants added that child workers were further at risk from the physical impact of their work and that working female children were exposed to greater risks than male working children.
44. Families were also at risk from child labour because parents worried about their working children, which affected the relationship between family members. There was further concern about being evicted from their houses without warning and about families being split up as young men migrated to find work.
45. On the question of why children are working, all three FGDs provided the following **reasons**:
 - a. families' bad financial circumstances;
 - b. lack of work opportunities for adults; and
 - c. schools being too far away, so parents sent their children to work, rather than leaving them in the streets.
46. The question of how much money children made from their work received varying answers:
 - a. the first session claimed that children were paid between 2TL and 20 TL per day;
 - b. the second session said that it depended on the work and age of the working child, but that sometimes children were working only for bread; and
 - c. the third session believed that Syrian children were not paid more than 35TL per day.
47. Working children were aged between 8 and 18 years old, but participants in the first FGD said that older age groups (those above 12 years old) were given more opportunities to work.
48. All three groups agreed that girl workers were more at risk than boy workers. In the first and second FGDs, participants said that girls undertake different types of work from boys, mainly working at cafes, clothes shops, make-up shops or with sewing. Participants at the third session said that Turkish work owners were more interested in employing girls because: 1) they could pay them less than they pay boys; and 2) work owners thought that they might be able to have illicit relationships with the Syrian girls that they employ.

Education

49. Participants were asked what challenges children faced in attending school in their community. The **reasons** expressed were:

- a. poverty and bad financial circumstances for families;
 - b. schools are far away;
 - c. families do not feel it is safe to send their children to schools. Both male and female participants showed a real concern about this issue, and it wasn't only about the safety of children but the safety for all groups (males, females, adults, adolescents, children);
 - d. the continuous movement of families;
 - e. expensive transportation to and from school; and
 - f. the bad quality of teachers in the Syrian Turkish schools.
 - g. One mother stopped sending her 6-year-old daughter to school after the teacher beat her so severely that the child was afraid to return and wet her bed for a number of days afterwards.
50. Across the three sessions, participants agreed that: *“It’s impossible for working children to attend schools”*, because children would be too exhausted to work for long hours and then go to school. Also, according to participants, Turkish work owners will not allow children to attend schools.
51. Participants agreed that illiteracy levels were very high among Syrian children, and were rising too. Participants in the third FGD said that even children who were attending schools in Syria were now illiterate, having been out of school for more than three years.
52. The groups suggested the following **solutions** to these problems:
- a. opening more schools for Syrian students;
 - b. increasing the stability of families’ financial circumstances;
 - c. providing special courses for working children who cannot attend school, even though it will be difficult for working children to attend such courses after spending the day at tiring work;
 - d. financially supporting the families of working children so that these families can send their children to school instead of work;
 - e. providing a payment for each child who attends school, creating an incentive for families to send their children to school instead of work;
 - f. finding suitable work for children with short working hours so they can attend school and work at the same time; and
 - g. finding work opportunities for adults so that children do not have to work.

6) Final needs assessment: personal interviews with children

53. 46 working children were reached during the final needs assessment, of which 12 were female and 36 were male. The final needs assessment consisted of one-on-one interviews with child workers, which were used to facilitate more detailed and sensitive questions regarding their work environments and wellbeing.

Interviewing mechanism

54. Working children were interviewed by field officers in the Şanlıurfa CC while they attended child labour psychosocial support activities. The interviews were conducted in private in the CC, to create a safe environment so that the children felt comfortable answering the questions that they were asked.

Questions asked

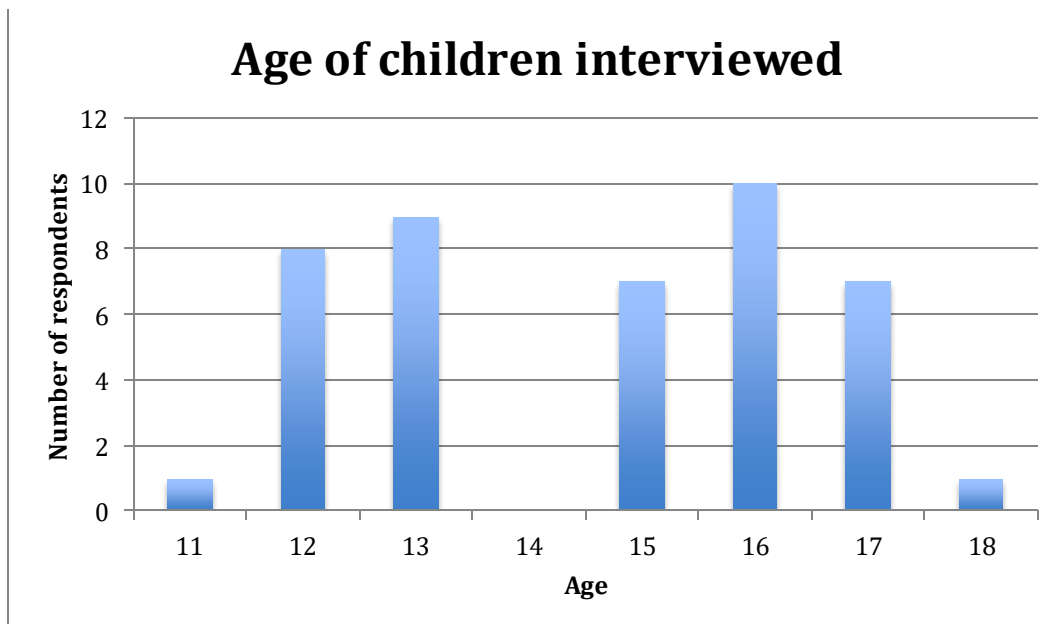
55. The interviews contained the following four main sections and the full Questionnaire can be found at Annex 1:

- a. personal data;
- b. work conditions;
- c. working child wellbeing; and
- d. link to public services.

Answers to questions asked

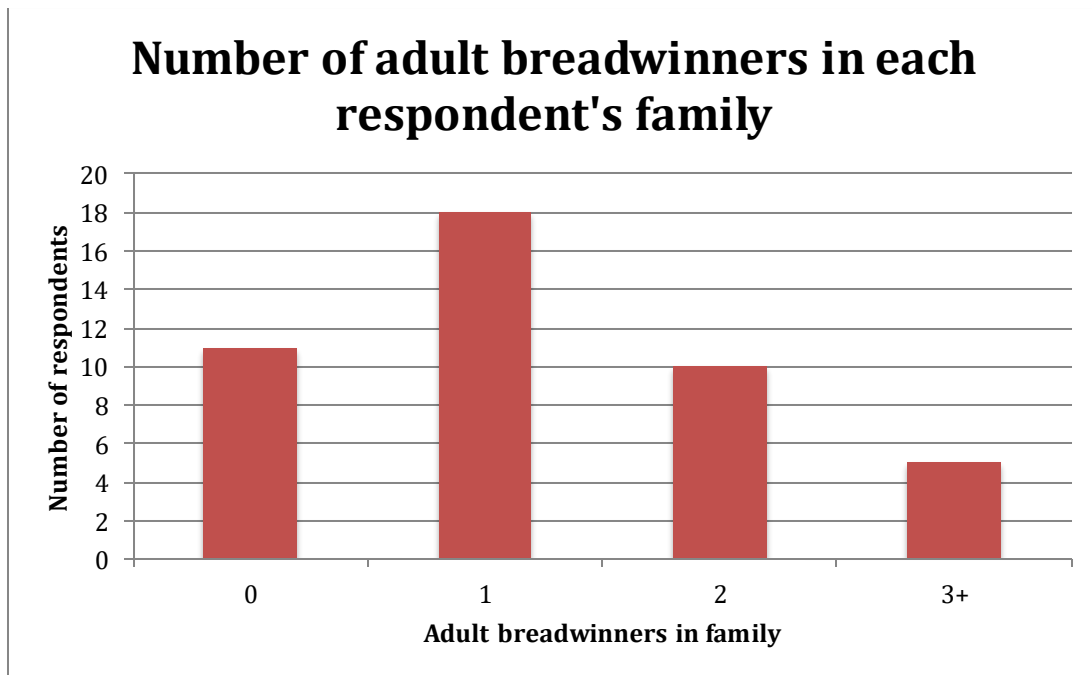
Personal data:

56. The **age** of those interviewed was 11 to 18, though the vast majority were between 12 and 17.

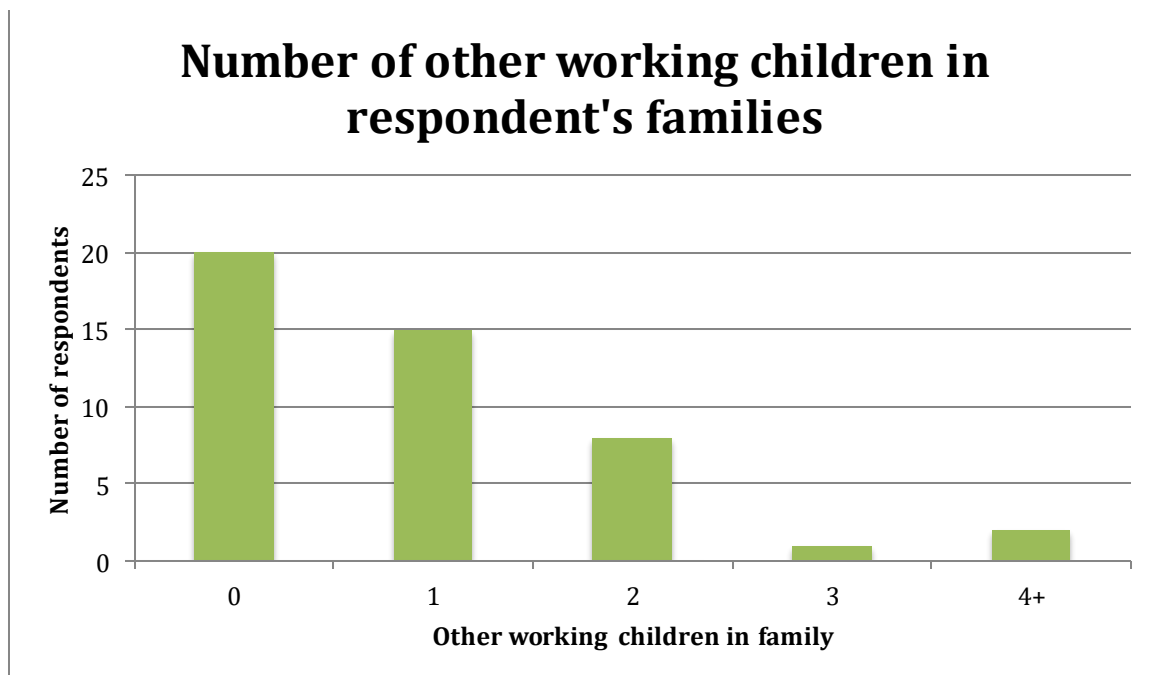


57. All interviewed children were **Syrian** and all but one was **living with their families**. The exception said he was living with other working children.

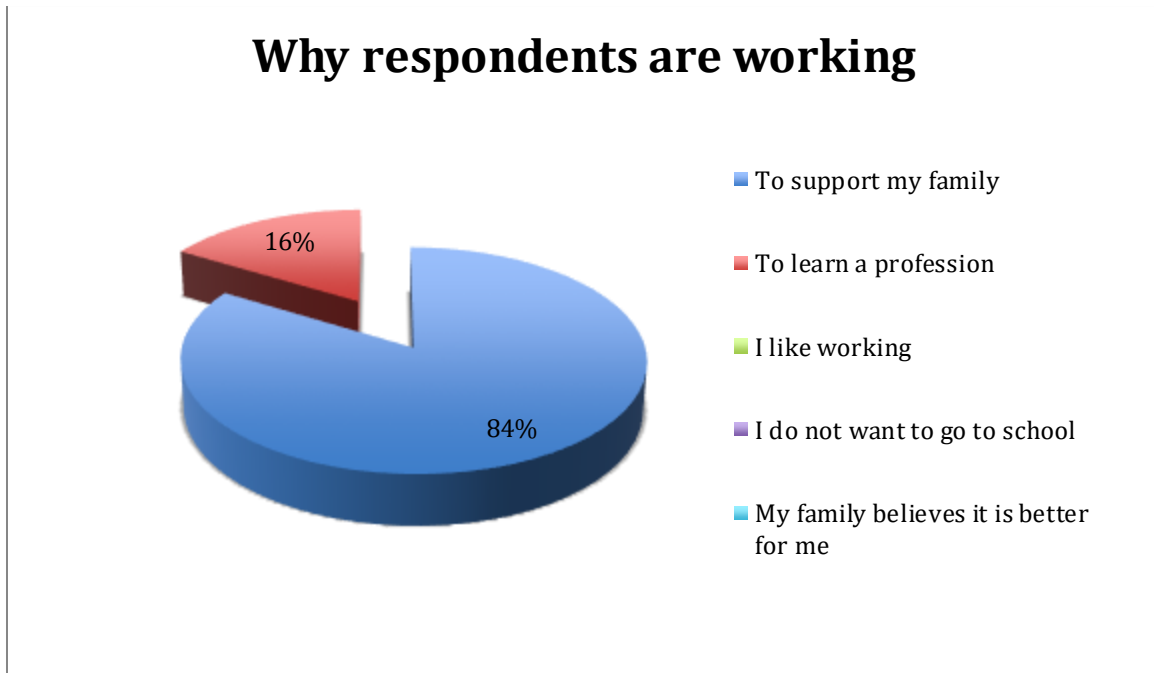
58. 24% of those interviewed were the **sole breadwinner** for their families, but it was most common for there to be one other breadwinner in the family.



59. The majority of respondents have other working children in their families.

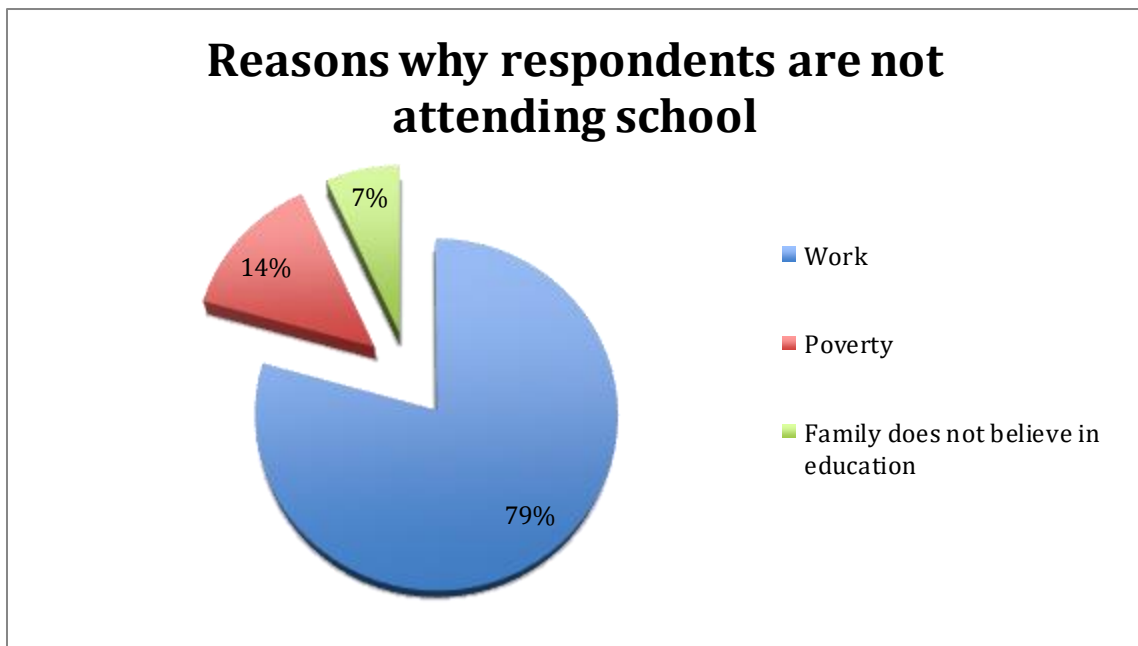


60. The vast majority of respondents – 84% – said that they were working to support their families, while the remaining 16% were working to learn a profession. None of the children asked claimed to be working because they liked it, because they did not want to go to school or because their family believed it to be better for them to work.



61. 25 of the 46 working children surveyed – 54% – were not attending school, but all except one (17 year-old) said that they would like to go back to school.

62. When those working children not attending school were asked about the obstacles that prevented them to go back to school, 79% said that their work prevented them from attending school, 14% blamed poverty and 7% said that their family did not believe in education.



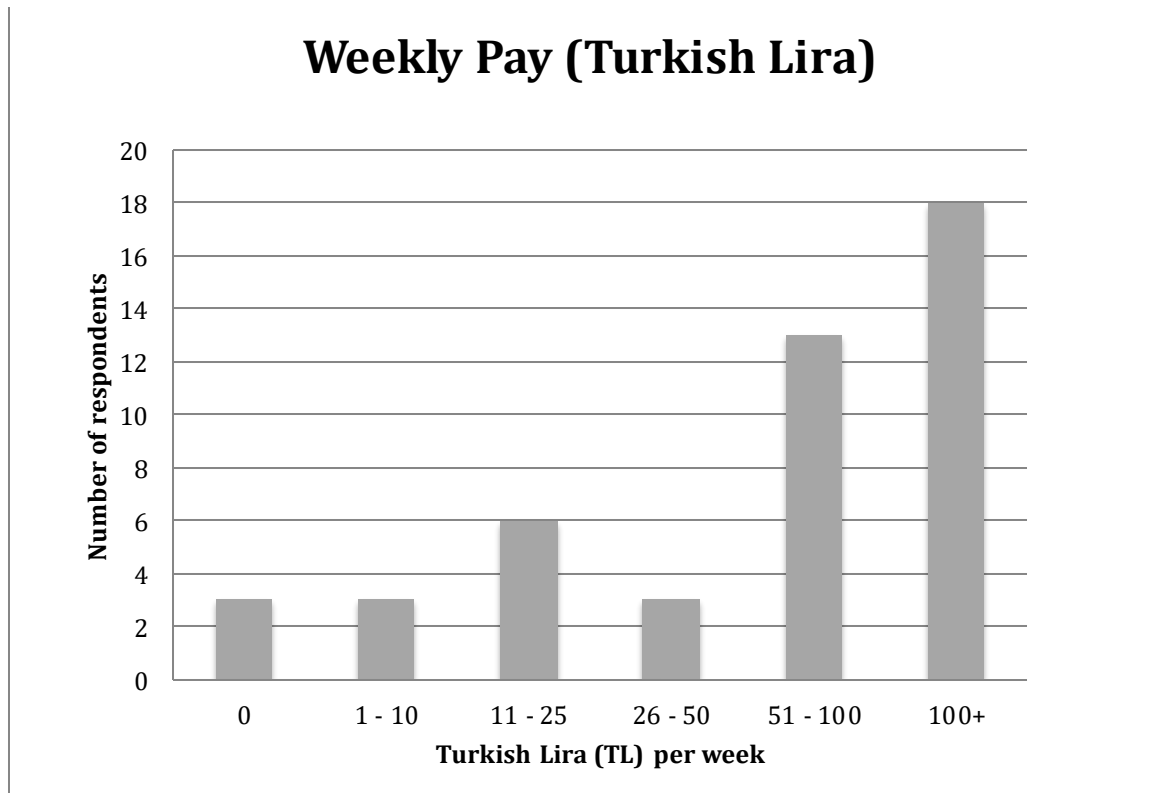
63. Only a small minority – 7% – of those asked admitted to being illiterate. Their ages were spread across the sample at 12, 16 and 17 years old.

Work conditions:

64. Respondents worked in a large variety of places and industries, including: workshops (in sewing and carpentry), tailors, secretaries, cafeterias and restaurants, farming, printing houses, construction, hairdressers, grocers, bakeries, shops (selling clothes, glass, furniture, jewellery and phones) and factories (for eggs and cotton).

65. Most – 78% – of those interviewed were working 12 hours each day, while the others were working for 8 hours per day. All but two working children said that they have breaks during their working hours; most (64%) lasting 1 hour and the rest (bar one respondent who has a 2 hour break) (34%) lasting for 30 minutes or less.

66. As for payment, most respondents (61%) received less than 100 TL each week for their work, though some received much less, including three respondents who were working to learn the profession, without any payment at all.



67. Most children (76%) were not changing jobs often though the minority did so for the following reasons:

- a. their supervisors did not pay them (11%);
- b. they were beaten (4%);
- c. they did not like the work (4%); or
- d. they found a job with better pay or had to move cities with their families.

68. 48% of children said the treatment that they received from the people they worked for was either “good” or “good and respectful”, while 41% were ambivalent about

their treatment. The final 11% of those questioned said their treatment was either “bad” or “bad and not respectful”.

69. 33% of children were shouted at by their bosses either daily or more than once a day, mostly when they did something wrong, but sometimes for no reason. One respondent was beaten at least once each week for no reason.

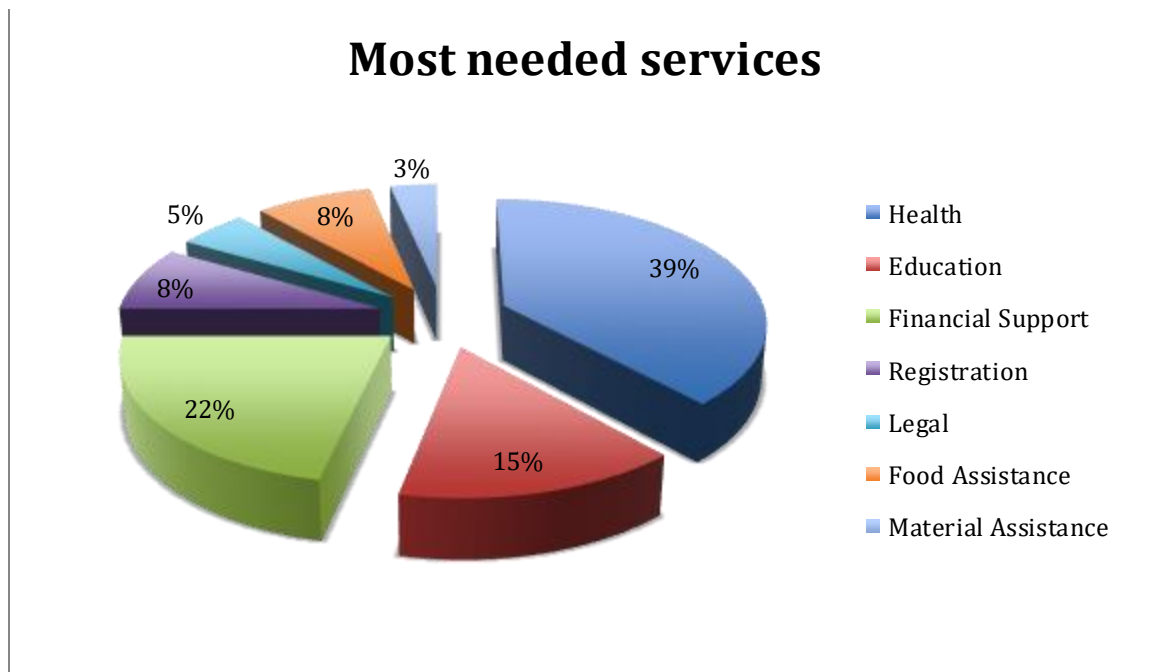
Working child wellbeing:

70. The large majority of children (98%) sleep for 8 hours or more each day. 67% of respondents eat at least 3 meals each day, while the remaining 33% make do with only two meals each day. 30% of working children feel pains as a result of their work; in their backs, legs, eyes or all over their bodies, while 32% of respondents feel tiredness, fatigue or unexplained pains. Only one child had visited the doctor to deal with these pains.

Access to public services:

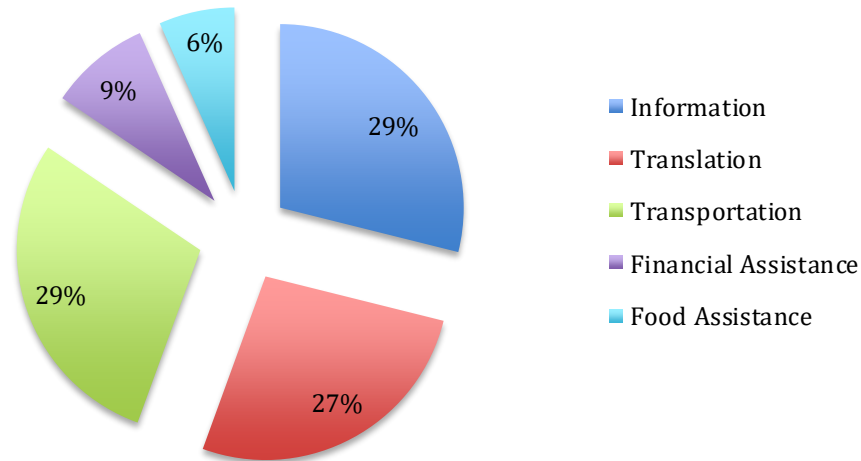
71. While 87% of respondents claimed that they or their family could reach public services, 52% of respondents needed support to reach public services.

72. Most respondents claimed that their most needed services were health (38%), financial support (22%) and education (15%). Other respondents most needed a registration service (8%), food assistance (8%), legal assistance (5%) and material assistance (3%).



73. As for the kind of support children and/or their families needed in accessing public services, the majority needed information, transportation and translation services. Others asked for financial and food assistance to reach public services.

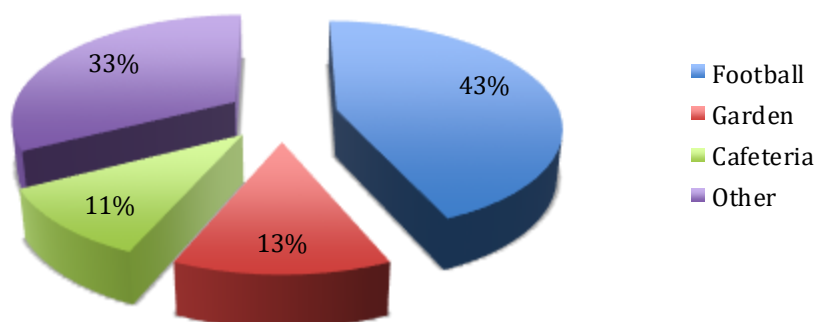
Assistance needed to help respondents and their families reach public services



74. 98% of children asked said they would like to be linked to a safe place which they could go to in their free time to have fun, practice their hobbies and gather with their friends.

75. As to the activities they would like to have in such a child friendly space (CFS), football was the most popular choice (43%), while a garden (13%) and a cafeteria (11%) were also popular inclusions in the CFS. Other respondents requested a range of other activities including: listening to music, playing guitar, reading, singing, swimming and searching on the Internet.

Activities requested in a child friendly space



76. This six-tier data gathering process provides deep insight into the causes, effects and types of child labour, which will be analysed further below. Its accuracy is potentially clouded by various factors that might sway the answers given by different participants. These range from barriers to communication such as

language, gender, nationality and religion, to the illegality and potential shame of child labour. There are, therefore, some inconsistencies in the data. The STL team that implements this CL Programme should therefore remain alert to any new insights that they gain from their own experiences, or from feedback from beneficiaries, and should report these insights back to Istanbul HQ.

SECTION 4: CL PROGRAMME – KEY ISSUES AND RECOMMENDED SERVICES

1. This section sets out a series of the key causes of child labour and recommendations for the services that STL should implement under the CL Programme to reduce their effect. These recommendations are the result of analysis of the data included in Section 3, above, discussions with STL staff and a review of relevant studies undertaken by other NGOs and INGOs.
2. STL cannot provide every service that child workers or those at risk of becoming child workers require, and it should not try to. The first step should be engaging affected parties with services provided by the Turkish Government. In addition to these services, there are other NGOs and INGOs providing services to the refugee population and STL should operate within that network, focussing on providing a limited number of very high quality and effective services.
3. This program builds its strategy on UNICEF's four-fold approach which identifies four general strategies as below;
 - a. Economic and Financial Support; to tackle poverty as one of the root causes of child labour,
 - b. Revisiting Social Norms and Discriminatory Practices; to raise awareness on the negative impacts of child labour and the importance of education,
 - c. Revision of Business Principles; to engage producers in child labour problem through more emphasis on supply chain,
 - d. Access to Basic Services; to minimize the impacts of ongoing child labour.
4. As explained in the Introduction, the CL Programme will focus on direct interventions that STL can make in the circumstances as they are now, to remove children from work, to prevent children at risk of work from working and to return children to school. Other programmes that STL is running, or will develop, will focus on how these circumstances (especially Government programmes and regulations) can be changed to further help the refugee population, through lobbying, advocacy and more general awareness raising.
5. This section will outline recommendations for the services that the CL Programme should implement, targeting within all four of the strategies outlined in UNICEF's four-fold framework above. They are:
 - a. Economic and Financial Support
 - i. A Special Needs Fund (SNF)
 - b. Revisiting social norms
 - i. Awareness Raising and Informative Support

- c. Revision of Business Practices
 - i. Awareness raising sessions with employers
- d. Access to Basic Services
 - i. Education Support
 - ii. Psychosocial Support (PSS)
 - iii. Seasonal Migratory Agricultural (SMA) work assistance
 - iv. Awareness Raising and Informative Support

Access to child workers

6. Accessing child workers or those at risk of becoming child workers is the first step in the CL Programme.
7. Each of the CCs is now established in their local communities. Other than the Şanlıurfa CC, however, they have not so far had a dedicated CL focus, though many have already started providing ad hoc services to child workers and their families through assistance to enrol in schools, SNF and food assistance programmes especially.
8. Once the CL Programme begins, child workers or those at risk of becoming child workers should be reached by a combination of the following means:
 - a. *Liaison with Government-run Services*: Government-run service providers are provided with information about of STL CL programme and the most effective referral pathways for working children are identified with their support.
 - b. *Outreach teams*: CC staff operating in the community, in schools, in home visits and in workplace visits. These will include information sessions and the dissemination of leaflets and information packs.
 - c. *Requests for assistance*: once STL's CC's are known in the community, there is likely to be a large number of children or families who self-report to the CL team in the CC and request the assistance of the CL Programme. This may include siblings and/or friends of children who are already beneficiaries of the CC.
 - d. *Internal referrals*: other departments in the CC, or other CCs (if the family is moving cities), may refer children that they have come across in the implementation of other STL programmes to the CL Programme. It is important that all CC staff are aware of all of STL's programmes, so that internal referrals can take place quickly and seamlessly.
 - e. *External referrals*: children may be referred to the CL Programme by a range of outside actors, including other NGOs, INGOs, schools and local government. This may be because of the specific services that STL will offer under the CL Programme, or because those other organisation cannot help or are overburdened.

Prevention

9. Preventing children who may become child workers is as important a component of the CL Programme as stopping children who are already working from continuing to do so.

10. Therefore, as well as supporting child workers, the CL Programme will provide services to children who are at risk of falling into child labour to prevent them from doing so. These children can be accessed via siblings or friends of children who are benefitting from the CL Programme, and via the CC's outreach teams in the community, at schools, at work places and at homes.
11. Other STL programmes will also provide indirect support for families whose children are at risk of child labour by, for example, helping adult family members to get jobs, which would take the financial burden off children.

SECTION 4A: AWARENESS RAISING AND INFORMATIVE SUPPORT

12. Awareness raising is an important component of the program as it encompasses two strategies within UNICEF’s framework. Specifically, this component targets both revisiting social norms by emphasising the impacts of child labour, and amelioration of the existing situation by information on access to services.
13. Informative support will form a significant part of the CL Programme. It is intended to educate refugee parents, refugee children, employers and the host community on issues related to child labour and on the range of services that STL provides.
14. Information will be provided to the refugee population in the following ways:
 - a. awareness raising (“**AWR**”) sessions in the CC;
 - b. information leaflets; and
 - c. outreach activities in the community, home visits, work places and schools.
15. The project will provide information on the following issues:
 - a. The importance of Registration. This refers to:
 - i. registration of refugees of any age with Turkish authorities when they arrive in Turkey, which enables them to use public services and children to attend public school; and
 - ii. registration of babies when they are born, so that citizenship can be assigned to them. Without this, babies risk being stateless.
 - b. The services offered by Turkish Government, and by STL’s CL Programme to help children and families with child labour.
 - c. The effect of child labour on children. This will accompany the Work Effect Brochure agreed with UNICEF in 2015, included in the AWR Materials in Annex 4.
 - d. Avoiding child labour for at-risk families/children. This includes educating the families and children on issues related to child labour and on the range of services provided by Turkish Government, STL and other non-governmental service providers.
 - e. How to enrol at school and the importance of education, so that parents understand why children should be removed from work and enrolled at school. This is also especially important where children have started coming to the CC for PSS and parents appear happy for them to continue to attend the CC in place of school. The CC should be used to prepare children for school or to help them to succeed there; it is not a replacement for school. The Istanbul CC has designed an AWR session on this in Arabic, which could be shared with other CCs to be used as a template for similar sessions.

- f. Human rights and the rights of the child (including the right to education and access to school etc.), which empowers refugees to lobby for and enforce their rights where they are being ignored.
 - g. Host communities and Turkish children in school will be given AWR sessions regarding the arrival of Syrian refugees and why they have come. These sessions are intended to help integration and reduce resentment by the host communities and bullying of Syrian children in schools. Because of the harassment that Syrian children often receive in Turkish schools, many Syrian parents would prefer their children to attend Syrian rather than Turkish schools. There are, however, many benefits to Syrian children attending Turkish school, including immersion in the Turkish language, integration into the host community and a higher quality of teaching and resources. The presence of Syrian students in Turkish schools is also helpful for shaping the attitudes of the host community towards Syrians and for building relationships between young people, rather than further segregating them. AWR sessions on this will be provided to both Syrians and host communities on these benefits.
16. The materials for these sessions are either included in Annex 4 to this Manual, or are already in circulation at CCs or will be designed by the Istanbul HQ in due course.

Specific projects

Child Labour Video

17. The video is already in production and will contain 2 real stories for three different cases of child labour. The video will show the negative impact of work on children, to accompany the content of the other awareness raising sessions and an information brochures. Through this video, beneficiaries will be able to see the impact of child labour on real characters telling their stories.
18. This video is planned to be screened during the awareness raising sessions. A projector with a laptop will be taken with the field officer so they can display the video while conducting the sessions at family houses as well.

Peer-to-Peer AWR

19. This intervention or activity is intended to use children in the community to teach other children about various issues.
20. The peer-to-peer approach to AWR has been shown to be particularly effective in raising awareness about education and encouraging children to return to school. Refugee children who act as peer educators are also empowered by the influence they are able to have over others and the voice that they are given within the community.⁹²

⁹ *'Futures under threat: the impact of the education crisis on Syria's children,'* Save the Children (2014).

21. CC staff should consider how to format these peer-to-peer AWR sessions, once they have a group of children who have successfully completed a course of AWR sessions on a specific issue. Formats could include, for example, the creation of a play that children could perform to new beneficiaries arriving in the CC, or possibly in outreach visits to local schools, which would communicate the content of the AWR sessions to new audiences. These formats can be designed in collaboration with the child participants; they should be encouraged to take as much responsibility as possible. Successful peer-to-peer AWR formats should be shared between CCs and with the Istanbul HQ.

Local Vigilance Committees

22. As a way of involving the local community, both the Turkish host community and especially the Syrian community that is already established in Turkey, with STL's drive to eradicate child labour, it is recommended that the CCs set up and train Local Vigilance Committees ("LVC"s)
23. LVCs would consist of community volunteers. Their chief roles would be to:
- a. mobilise the community to take action against the trafficking of children;
 - b. monitor the well-being of local children as well as migrants;
 - c. identify and intercept children at risk of becoming victims of trafficking and refer them to the CC; and
 - d. identify workplaces that are employing child workers in hazardous, exploitative or abusive conditions.
24. If CCs successfully set up LVCs, they can also create recognisable signs for the LVCs, such as badges, bicycles, T-shirts, and other identifying mechanisms that alert traffickers to their presence and help to build confidence among local residents. This would also identify LVC members to children who were at risk and wished to report something to a figure of authority who could help.

SECTION 4B: EDUCATION SUPPORT

The school attendance problem

25. Children who are not in school are at greater risk of finding themselves put to work. At the same time children who work are more likely to drop out of education. In the absence of sufficient quality education opportunities, working is often seen as a more productive use of children's time, generating income for the family, as well as allowing them to learn new skills.
26. The data collected in 2015's six-tier needs assessment provides useful information about the various reasons why refugee children do not attend school. The two main focuses of the CL Programme are to stop children from working and start children going to school. As the data shows, child labour is the main reason why children are not attending school. However, it also identifies other obstacles to their attendance. The aim of Education Support is to help families and children overcome these other obstacles and return to school. Often this may involve referrals to other services within the CL Programme or to other STL programmes.
27. The regular needs assessment of 500 Syrian refugee families made clear that the majority (59.89%) did not know about education related services and almost 50% of respondents had at least one school-aged child who did not attend school. The mass failure of refugee children to attend school was also alluded to by key informants. The school principals estimated that as many Syrian children were not attending school as were attending. The significance of this statement can be grasped by noting Şanlıurfa's Deputy Director of Education's confirmation that approximately 40,000 Syrian students were registered at Turkish schools in Şanlıurfa as of September 2015.
28. This impression is reinforced by the data from the detailed child labour survey, where 54% of participants were not attending school, though all of them would like to. This final statement is important, coming from the children themselves, as it contradicts the adults in the first needs assessment who claimed that many children did not want to attend school. Indeed education was one of the three most popular 'most needed services', along with health and financial support amongst surveyed children.
29. Outside of STL's data, there is limited information available on the rates of working children among the refugee families. A comprehensive study across the country is yet to be made. However, a study in the city of Adana in 2015 seems to largely reflect STL's findings. It showed that approximately 40% of Syrian children between the ages of 6 – 18 were working in some capacity and that 42.3% of all refugee families had at least one child family member working.¹⁰ The families that

¹⁰ Gümüş, Adnan; Durgun, M. Sezai (2015). "Suriyelilerin Adana'daki Durumu: Kapalı Hesap Açık Kapa Politikasının Sonuçları", Adana Kent Sorunları Sempozyumu 3- 22-23 Mayıs 2015. Bildiriler Kitabı. Ankara: TMMOB. s.1-59

took part in the study made clear that one of the main reasons they had chosen to live in Adana was the availability of agricultural work there. According to the study, in Adana, 60% of refugee children are unable to attend school for reasons including: a lack of funds, a lack of effective government policies, ineffective implementation of existing government policies, language barriers, prejudice and bullying. The study also estimated that almost half a million school-aged Syrian children were not enrolled in education in Turkey.

30. There are, therefore, a large number of refugee children not attending school, despite wanting to, and a widespread lack of knowledge amongst refugee families as to how their children might attend school.

Reasons for the school attendance problem

31. STL's data also suggests a range of reasons why children do not attend school:
- a. Adults in the needs assessment believed the main reasons to include: the school was too far away, the child did not want to go to school, Turkish schools had turned their children away and child labour meant that the children did not have time to attend school.
 - b. Key informants said that there were not enough schools for Syrian refugees, that schools were far away and that transportation was expensive, that poverty meant that children had to work, and some mentioned a fear of the host community. Problems with Syrian children being turned away from schools were also mentioned.
 - c. The school principals suggested that expensive transport to school, poverty, cultural traditions that females should not attend school and (especially for boys) working to support their family as the main reasons why children did not attend school. They also mentioned that some Syrian students had dropped out, mainly to return to Syria or to move to another city.
 - d. FGD participants believed that the main obstacles to attending school were: poverty, schools being too far away, lack of safety for Syrians at school, continuous movement of families around the region, illiteracy and the bad quality of teachers in Syrian schools.
 - e. 79% of children said that their work prevented them from attending school, while 14% blamed poverty and 7% said that their family did not believe in education. To access services available to them (including schools), the majority of children needed information, transportation and translation services.
32. Therefore, difficulties in accessing schools, the requirement for children to work and hostile and unstable environments are the main reasons why children are not attending school. The Special Needs Fund (SNF) programme, detailed below, are intended to specifically target children's economic requirement to work; the Education Assistance programme will recommend solutions to the other obstacles that prevent children from attending school.

The right to education

33. As a signatory to the United Nations Convention on the Rights of the Child (CRC), Turkey recognises the right of children to free education. Article 42 of the Turkish Constitution explains that: *“No individual can be deprived of their right to free primary education in state schools regardless of their gender.”* Article 3 of the Primary Education Law and the Education Reform Law make clear that the compulsory education age is 17.

Under Temporary Protection Law, Syrian children are able to benefit from this right too, and need only an AFAD identity card and an address to register at Turkish public schools.

34. They do not need: a residency permit, to speak Turkish or to start at the beginning of an academic year. If the school that Syrian children apply to is full, that school is obliged to find a place for the student at another local school.

Barriers to access to school

35. Despite these rights, however, Syrians have often reported Turkish schools turning them away for a series of illegitimate reasons. To combat this, the CCs will provide the following services, some of which will be new to this CL Programme, and others which will be brought under the control of this CL Programme from other STL programmes, such as Case Management:

a. **Informative support** to parents regarding:

- i. The importance of education, to explain to parents why their children should attend school – especially their daughters, who are culturally less likely to do so.
- ii. The legal rights of Syrian refugees and their children, including the right of children to education.
- iii. Schools in the area. Each CC should create a database of local free schools for Syrian children, which can be turned into an information brochure for beneficiaries. An example, and potential template, of this from the Şanlıurfa CC is included at Annex 5.

b. **Active support:**

- i. Help with the school registration process or with language translation for the family in that process. This will help with the uncertainty that a lot of beneficiaries have complained of as to why their children have been turned away from registering at school.
- ii. The use of a formal petition template that can be filled in for parents to take with them when they register their children at school. This has been very successful in the Istanbul CC and the caseworkers there report that schools almost always accept children who have that petition when they register. A template is included at Annex 6.
- iii. CC staff can also accompany beneficiaries to school to help them with the registration process and to assert their rights, if required.

Logistical obstacles and incidental costs

36. A common reason why children are not attending school is that they cannot afford the incidental costs of attendance. These obstacles are, however, relatively inexpensive to overcome.

Transport to and from school

37. This issue has been raised explicitly by beneficiaries at the Hatay, Şanlıurfa and Istanbul CCs. A number of schools have school buses, but where they do not, the cost of public transport is stopping children attending. Caseworkers should consider whether families with child workers who are not attending school because of this cost should be referred to the SAF. However, there have also been concerns amongst parents about children (especially girls) taking public transport after school, when it is dark – even if they could afford it.

38. It is recommended, therefore, that STL provide a school bus service itself, which can serve the community around the centre. This would be a cheaper and safer option for removing this logistical obstacle. Save the Children are reported to have already started a transport assistance programme in Hatay.

Uniform or school clothes

39. Most Turkish schools have uniforms for students, whereas Syrian schools do not. The Şanlıurfa CC have had a number of cases of girls above 11-12 years old who do not have clothes that they feel comfortable attending school in and feel ostracised as a result. Caseworkers should try to approach the District Directorate for Education or local schools for assistance with this issue: where there is a uniform, to see if the school is able to provide some free or cheaper uniforms for Syrian children who cannot afford them; or, where there are no uniforms, to provide appropriate clothing for (especially) girls to wear to school. If assistance cannot be provided, caseworkers should consider referring the case to the SNF.

School stationary

40. A lack of stationary was also noted by all of the school principals in the school visits, as a barrier to some children's attendance. Given that poverty is another central reason for children not attending school, the cost of these supplies, while small, appears to be an obstacle. Caseworkers should again approach the District Directorate for Education or local schools for assistance with this issue, in the hope that necessary stationary can be provided at schools. Failing this, referral to SNF should be considered as a last resort.

Support for survival and success at school

41. Syrian children who attend school often face significant difficulties with, amongst other things: integration, change, trauma and language, which create further stress and often lead to children dropping out of school completely. The data collected by STL in 2015 suggests that illiteracy levels are very high amongst Syrian children and many children who were attending schools in Syria have become illiterate again, in many cases, having been out of school for more than three years.

42. STL should provide a range of support services in the CCs to help with these various issues, which will hopefully help child workers to attend school and prevent those children in school from dropping out and becoming child workers. These support services are important for children's wellbeing outside of school too.

Skills training

43. Language problems are clearly significant for Syrians arriving in Turkey. CCs should provide Turkish and English language lessons for children in work and in school. Where possible, CCs should hire people with relevant teaching experience, rather than people who simply speak the language, but have never taught before. These sessions can help children to improve at school, to integrate at school and into their host communities and to socialise with people their age outside of school in their community.

44. CCs should also provide computer-training classes for children. As they grow up, they will need these skills and if CCs have the facilities (e.g. a computer room), staff should be hired or trained to teach computer skills after school.

Homework sessions and tutoring

45. CCs should provide after school 'homework sessions'. These sessions will provide a quiet place for children to come to do their homework for 1 – 2 hours after school, supervised by trained staff who can assist students with questions they have about their homework and who can also help with any Turkish language issues too. These classes will help Syrian children improve their performance at school, while also allowing the children's parents to work longer hours, unburdened by worries about childcare.

46. If CCs can get properly trained staff, with relevant teaching experience, it is recommended that they provide 'back to school preparation' tutoring, focusing especially on language skills and mathematics. Many Syrian children have missed out on a considerable amount of time in school because of the war, travelling to Turkey and delays in registration or involvement in child labour, and illiteracy is common. As suggested by the school principals that were interviewed, these classes can improve children's skills and confidence before they return to school, and can also help students enrol in the grade that is most appropriate for them. Failure to assign new students to their appropriate grade has been often noted and causes significant upset to children. STL staff should also encourage local schools to implement similar classes after school hours, in the way that a number of schools in Şanlıurfa have done.

Trauma and psychological problems

47. Many Syrian children have experienced war, upheaval, the death of family and friends, abuse and child labour, amongst many other afflictions, and many suffer from psychological problems as a result. These problems often affect children's ability to concentrate at school, to socialise and to integrate. Children complaining of, or suspected of suffering from, psychological problems or trauma should be referred to the Psychosocial Support (PSS) programme, detailed below. It is

important that CC Caseworkers maintain communication with schools to help diagnose children who may not come to the CC.

Special classes for working children

48. As a pragmatic response to the reality that some children will continue to work to support their families, STL staff should encourage local schools to provide special classes for working children, which could happen for 2 – 3 hours after their work. This would at least allow children who have to work to also attend some school. Some of the principals interviewed in Şanlıurfa were supportive of this idea, and planned to implement it in their schools.

Building relationships with local schools and Government

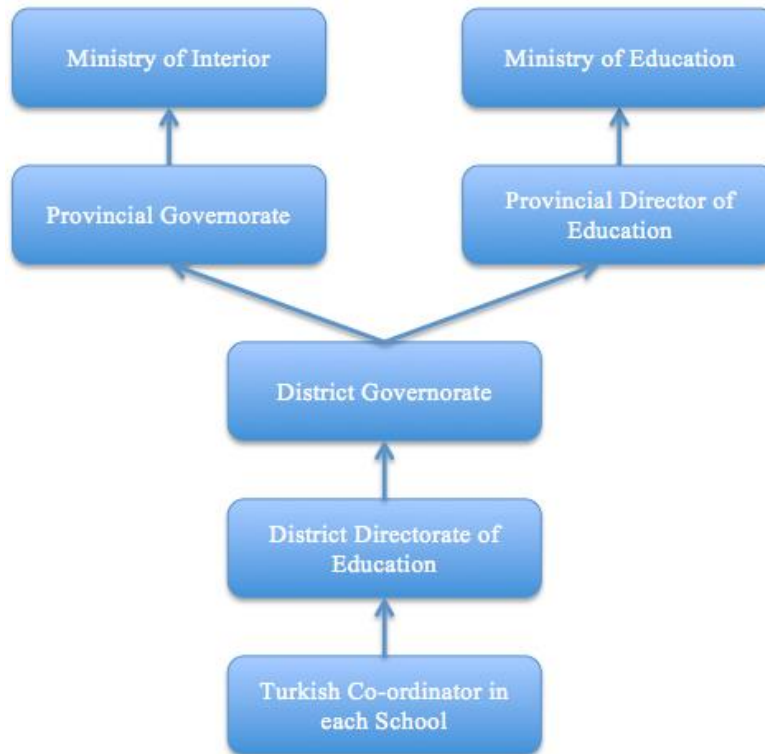
49. It is important for the CCs to build strong relationships with local schools and the different levels of Government that relate to education. Good relationships help STL to provide the highest possible level of help and services to beneficiaries. In meetings with school principals, CCs have reported that there is a considerable willingness to assist STL with its programmes and monitoring where STL is providing the school with a useful service. For example, in Şanlıurfa, Caseworkers have reported requests from schools for assistance in transporting students to the school, in return for which principals have offered assistance to STL.

50. For instance, those relationships can enable:

- a. STL to approach Government and schools for direct assistance with service provision (as above, for example, the provision of school buses, extra lessons for Syrian children, stationary and school uniforms/clothes);
- b. STL to more successfully lobby for legislative and regulatory changes where they are causing problems for Syrian refugees (for example, in the Hatay CC, approaches to the Provincial Directorate of Education have helped to ensure that local schools accept Syrian children, as they are supposed to);
- c. STL to gain permission to implement its programmes in schools and the wider community;
- d. STL to ask for assistance with its monitoring work. For instance, access to schools is especially important for STL's ability to ensure that SAF recipients are regularly sending their children to school. The Viranşehir CC has been in direct communication with the Sub-Governor and the Local Education Minister to assess school participation and has had their full co-operation; and
- e. Schools to refer students to STL programmes, thus increasing STL's penetration and reach within the community. This is especially important for children with psychological conditions who need support;
- f. Increased capacity in local institutions through cooperation with STL and UNICEF on child labour;
- g. Improved quality of services in local institutions;
- h. STL to better understand the dynamics of the current systems, which can then be beneficial for advocacy work;
- i. Sustainability in efforts to combat child labour.

51. Specifically, STL staff should visit local schools and build relationships with the Principals and the Turkish and Syrian Co-ordinators. The structure of local and provincial Government is as follows:

Schools Management Hierarchy



52. CC staff have reported instances where the relevant local Government body is unaware of new regulations which the central Government has implemented and are embarrassed or reticent to ask their superiors about them. STL staff should seek to maintain deference in interactions with local government representatives, whilst also alerting them to changes in laws and/or regulations relating to refugees and their status or rights. If CCs have problems with an individual in the government hierarchy, they should consider approaching someone in the next level up.
53. Feedback from CCs suggests that in building these relationships, personal relationships are fundamental but should be backed up with official documentation (usually a letter with annexes) that clearly sets out:
- STL's specific request including an overview of the programme that STL wishes to implement;
 - exactly what services/value STL will be adding; and
 - what permission is required.
54. This combination of familiarity and official documentation has proven very successful in achieving STL caseworkers' desired outcomes.

SECTION 4C: PSYCHOSOCIAL SUPPORT (PSS)

55. Many Syrian children have experienced war, upheaval, the death of family and friends, abuse and child labour, amongst many other afflictions, and many suffer from psychological problems as a result. For example, one recent study of Syrian refugee children in Turkey found that almost half met the clinical criteria for Post-Traumatic Stress Disorder (PTSD).¹¹ These problems often affect children's ability to concentrate at school, to socialise and to integrate.
56. For instance, the principal of Yenice School observed that some of the Syrian students were suffering from isolation or poor communication with their peers. Principals at both Serin and Eyup Koç schools also said that aggressive behaviour and rough playing had been observed and at Eyup Koç, some students had been found with knives.
57. The Psychosocial Support (PSS) programme is designed to help children suffering from psychological problems or trauma to help their socialisation with other children, their integration into their new cities and communities, their continued attendance and success at school and their well being and happiness.
58. The PSS programme will also include mental health components to identify and deal with mental health issues that beneficiaries may be suffering from. Mental health support must be provided by professionally trained counsellors and psychologists and will complement the PSS activities. PSS activities will focus more on trying to prevent psychological issues, while mental health support will focus on treating those issues, where they have already developed. The inclusion of mental health components into the PSS programme allows CC staff to focus on the diagnosis and treatment of psychological conditions, whilst avoiding the cultural stigma around mental health.
59. STL's CCs are intended to provide a safe space where individuals are encouraged to talk about their experiences and to develop their skills. The PSS Programme will provide activities that improve communication and understanding between Syrian refugees and the local community.
60. The PSS activities implemented in STL's CCs target people of all ages from the Syrian refugee community and from the wider local community. However, the PSS activities under the CL Programme will focus on children at risk of, or already involved with, child labour. The activities, which consist of 'games with aims', like sport, theatre and museum visits, games, and art workshops, encourage better connections between children and help to foster a stronger sense of self and community. They will also encourage communication, co-operation, stress-management, self-awareness and self-expression.

¹¹ 'Abuse of working children and influencing factors,' Emine Öncü, Ahmet Öner Kurt, Figen Isik Esenay, Fatma Özer, Turkey 2013 (Akademik Makale).

61. Before, during or as part of the PSS activities, counsellors, social workers and child psychologists will include educational sessions, AWR sessions, psychological assessments, interviews and counselling of the children. Each CC should aim to employ at least one psychologist to supervise these sessions and identify psychological conditions that children may be suffering from.
62. The PSS programme will collaborate and work with a network of professionals. For example, referrals and hospital accompaniments for psychiatric care will be provided for severe cases that needed intensive medical support. CC Caseworkers should also maintain communication with schools to help diagnose and assist children who may not come to the CC.

Desire for PSS Activities

63. The six-tier needs assessment made clear that Syrian refugees recognise the risk of psychological damage to children and that children want PSS support. In the FGDs, for example, participants suggested that STL should provide centres that give psychosocial support to children to help with their integration into the host community.
64. Similarly, of the children interviewed in the details need assessment, 98% said that they would like to be linked to a safe place which they could go to in their free time to have fun, practice their hobbies and gather with their friends.
65. As to the activities that those children would like to have in such a child friendly space, football was the most popular choice (43%), while a garden (13%) and a cafeteria (11%) were also popular inclusions. Other respondents requested a range of other activities including: listening to music, playing guitar, reading, singing, swimming and searching on the Internet. 82% of children asked for outdoors activities, while 3% wanted indoors activities. 13% of children wanted both outdoors and indoors activities. Finally, 66% of children wanted regular activities, while 30% wanted irregular activities.
66. The PSS activities should be arranged around the children's school and/or work. 86% of children interviewed most wanted PSS activities to be on Sundays, because most do not have work or school on that day, so activities should be arranged for Sunday. Further sessions can be arranged on another suitable day in a significant group of beneficiaries cannot attend on a Sunday.

PSS Activities

67. PSS activities should take place mostly in the CC. However, outreach activities should also be undertaken in schools and during home visits, to gain access to more children who may need PSS support.
68. The activities will each run for 6 weeks. CC staff should look to split the beneficiaries who attend into groups according to their ages, so that the activities can include games with aims that are appropriate for that age group. For example, kindergarten activities may focus on social interaction, while adolescents may focus on self-esteem and self-expression.

69. The CL Programme will provide the following PSS activities:
- a. Football
 - b. Swimming
 - c. Bowling
 - d. Theatre
 - e. Museum Visit
70. Annex 7 includes examples of full session plans from the Şanlıurfa CC for organisers of each of these activities, which can be adapted in each CC to reflect the facilities available and the children who attend. As the CL Programme proceeds, and in response to requests from children and their families, the kinds of activity may change and develop. CC staff should consider what additional or alternative activities would be beneficial, popular and logistically possible. Concrete recommendations should be submitted to the Istanbul HQ for their consideration. Before the implementation of any new PSS activity, a proposed activity plan for the new activity should be reviewed by a professional psychologist.
71. Once children have been socialised and are content in the CC, AWR and informative support will often be required, as explained in the AWR section, above, to explain to parents and children the importance of enrolling in school. The CCs are to be used for the rehabilitation of children not to permanently educate them. CCs have reported difficulties in this regard; parents often get comfortable in the CCs, as they know the STL workers and the other beneficiaries and parents, there are Arabic speakers and the CC is conveniently in their community.

Referrals

72. Each member of the CC should work to create personal relationships with people at other organisations and each CC should put together (and regularly update) a Service Mapping Chart, which details the services provided by Ministry of Family and Social Policies, other NGOs, INGOs, doctors and schools and how to contact them. An example Chart from the Şanlıurfa CC is included at Annex 3 and can be used as a template for other CCs. The referral system must be especially robust in the PSS programme because of the complicated health dimension to this kind of support, which may require the involvement of trained professionals.

SECTION 4D: SPECIAL NEEDS FUND (SNF)

73. CCs in Şanlıurfa and Hatay provided special needs funding to beneficiaries through 2015. In principle, the Special Needs Fund (SNF) should be considered as a last resort solution for specific cash problems that families with children face. Special Needs Fund covers one-time payments responding to the specific needs of beneficiaries by enabling them to reach services that are not made available by state and non-governmental actors.
74. SNF assistance is not limited to child workers and their families. The wider SNF programme is managed by the Case Management teams and is open to any families that meet the criteria listed below. SNF is included in the CL Programme for families with children who are either working or at high risk of being forced into work – often to earn the money to pay for the kinds of things covered by the SNF. SNF therefore is an important tool for preventing children being forced into child labour to cover families’ short-term needs. It can also equip adult family members with the tools they need to make a living, which reduces the burden on children to earn money for their families. It is important to refer cases that are in need of SNF to the Social Assistance and Cooperation Foundations (Sosyal Yardımlaşma ve Dayanışma Vakfı) to facilitate their integration into the state social assistance schemes.
75. SNF assistance is available under the CL Programme for problems for which a one-off payment is appropriate. They are as follows:
- a. Medical equipment.
 - b. Repair of residence.
 - c. Material assistance.
 - d. Food assistance.
 - e. Rental assistance.
 - f. Accommodation (short term stays somewhere).
 - g. Documentation/translation/legal costs.
 - h. Provision of livelihood – e.g. sewing machine etc. that can use to make a livelihood.
 - i. Transportation cost.
 - j. When a case has multiple vulnerabilities, the case can be found as eligible for SNF with a committee decision. The Committee is ideally composed of: Project manager, Case Management Project Officer and a Caseworker. In the absence of project officer and project manager, other team leaders and program advisor can also act as a committee member.
76. For every SNF case the following steps needs to be taken:
- a. For each potentially eligible beneficiary, case workers need to fill a SNF Support Form (Annex 8) after a house visit, noting what the vulnerability of the case is, why this case needs to be supported under SNF and what support can be provided to the case.

- b. The Committee meets every week to evaluate the cases.
- c. The Committee justifies the decision in SNF Support Form (Annex 8) and decides on which assistance should be provided.
- d. After the purchase process, the Caseworker will deliver the assistance with the signature of the SNF Beneficiary Receipt Form (Annex 8).
- e. Depending on the kind of assistance, items will be purchased either from the stocks that are already available or on an ad hoc basis, where the required assistance is not stocked. Food and material (e.g. winterisation) assistance will ideally be purchased from stocks.
- f. The assistance should be provided for up to three weeks in accordance with the urgency of the case. If the assistance is likely to be required for longer than three weeks, case workers should reconfirm that the case should be referred to SAF for more long term assistance.
- g. The beneficiary should be informed about the limited amount of SNF resources and STL's desire to get it to those who most need it. Caseworkers should ask beneficiaries not to share anything about the SNF with the community.
- h. The beneficiary should sign the receipt of the SNF from to confirm that they:
 - i. have received the SNF assistance;
 - ii. understand that it is for one time only; and
 - iii. understand that they must keep the SNF assistance confidential.
- i. In normal cases, the SNF assistance should not be more than support that amounts to 600TL per family. However, for exceptional cases this amount can be exceeded, upon the approval of the committee.

Kinds of SNF assistance and eligibility

77. Caseworkers may award the following kinds of SNF assistance.

Medical equipment

78. SNF assistance for medical equipment may be provided to beneficiaries with disabilities or health problems who fulfil the following criteria:
- a. the beneficiary needs assistance to live independently or with less support; and/or
 - b. the assistance will have a positive impact on their overall well-being; and
 - c. the family does not have the financial means to sustain the cost themselves; and
 - d. the required service cannot be accessed through state health services and/or hospitals.

Residence repairs

79. SNF assistance may be provided to beneficiaries who need to make repairs or changes to their accommodation for any of the following reasons:

- a. they have a physical disability that impacts their access to their accommodation (for instance cannot pass through doors to enter/exit the house); or
 - b. they have a physical disability that limits their movement inside their accommodation (for instance making it difficult to use the bathroom); or
 - c. the condition of their accommodation exacerbates their disability;
- and
- d. the income of the family is not sufficient to cover the cost of the repairs and the landlord is unwilling to pay for them either.

80. The support should be provided only with written approval from the landlord.

Material assistance

81. Under the SNF program “material assistance” includes winterisation kits (including, amongst other things: blankets, carpets, clothing, cooking stoves, shoes for children and other specific requirements like baby food for new-born babies).

82. A person is eligible for material assistance under SNF if:

- a. they are living in extreme poverty; or
 - b. they cannot provide for their and their families’ basic needs; or
 - c. the lack of this assistance puts their health and safety at risk;
- and
- d. they are not receiving electronic vouchers or despite receiving electronic vouchers, their family is still suffering from any of the conditions in paragraphs a, b and c, above.

Food assistance

83. For food assistance, a referral should usually be made to STL’s Food Security Programme. However, in special circumstances, where that Programme is unable to provide timely assistance, beneficiaries may apply for food assistance under the SNF Programme.

84. Under SNF, food assistance includes a food basket of essential staple food items and is able to cover the need of medium size family for approximately 20 days. The contents of the boxes will be reviewed by a nutritionist and will be pre-purchased in bulk, based on predicted requirements.

85. If the family needs specific food items (for example, where a family member has an allergy, or where baby food is required), those items can be requested by the beneficiary, purchased by STL and included in the food basket.

86. A person is eligible for SNF food assistance if:

- a. STL’s Food Security Programme will not be able to provide timely assistance; and

- b. the beneficiary has the ability to work but temporarily lacks the capacity due to health constraints including pregnancy and work related injury; or
- c. the beneficiary family are new arrivals to the city with no financial means; or
- d. a newborn baby is identified as malnourished and the mother is identified to be requiring immediate assistance.

Rental assistance

87. Due to being a very frequently asked for form of assistance, rental assistance will be provided only in very limited circumstances.

88. A person will be eligible for rent assistance under SNF if:

- a. they are at risk of eviction; and
- b. they have received 2 written eviction notices; and
 - i. all adult family members have the ability to work but temporarily lack the capacity due to health constraints including pregnancy; or
 - ii. is a survivor of domestic violence who has fled from their home, and is in need of temporary assistance until they are settled in a shelter or are able to continue to work; or
 - iii. the breadwinner in the family has died suddenly and the family is in need of short-term assistance.
- or
- c. the condition of the house creates a critical safety risk (such as a lack of a door or windows) and the family needs further temporary accommodation.

Accommodation

89. Under the SNF program, accommodation includes short-term stays in hotels and hostels. A person is eligible for accommodation assistance under SNF if they have no-one to stay with, cannot afford a hotel and:

- a. they are a carer accompanying someone with a medical condition who has a referral from a hospital in the CC's city to be an in-patient in a public hospital in another city; or
- b. they are registered in the CC's city after arriving from another city because of a referral to a public hospital in the CC's city; or
- c. they are a survivor of SGBV (sexual and other forms of gender based violence) and looking for temporary refuge because their usual residence puts their life at risk.

Documentation/translation/legal costs

90. Under the SNF program, simple documentation, translation and legal costs may be purchased or provided if:

- a. the family is unable to afford to purchase they themselves; and
- b. the family's inability to afford these services is stopping them from reaching a basic need, such as education, legal rights, work, marriage etc.

Protective livelihood

91. SNF assistance may also be provided to cover the cost of one-off purchases of the means for an adult family member to make money, where that adult must stay at home to take care of dependent relatives (e.g. those with disabilities, children etc.).

92. One-off purchases might include, for example, a sewing machine, hair dressing materials, baking materials, or others tools which could allow an adult to make an income from home.

Uniform or school clothes

93. As explained in the section on Education Support above, the Şanlıurfa CC have had a number of cases of girls above 11-12 years old who do not have clothes that they feel comfortable attending school in. SNF assistance may be provided for families who cannot afford appropriate school clothes for children who are attending school and who feel uncomfortable in their own clothes. Where the school in question has a school uniform, the SNF may be used for uniforms too as a last resort, though, as explained above, caseworkers should first make efforts to approach the school for assistance with this issue.

School stationary

94. As further explained in the Education Support section above and as noted by all of the school principals in the school visits, a barrier that a number of children are finding to their attendance at school is a lack of stationary. This should be provided to families with children at school who cannot afford it.

Transportation Cost

95. SNF assistance for the cost of transportation can be provided, only if the family is referred by a governmental health facility to another city for a life threatening health problem and cannot afford the cost of the public transport to attend that referral.
96. Families who are struggling with the daily cost of transport (e.g. children getting to and from school or adults getting to and from work) may be eligible for SAF transport funding.

SECTION 4F: SEASONAL MIGRATORY AGRICULTURAL (SMA) WORK

The SMA problem

97. Based on the statistics of the Ministry of Labour and Social Security (MOLSS), workers who are not registered for any social security services and who work informally constitute 32.4% of the total workforce in Turkey. The agriculture sector claims 49.6% of these workers. Within the agriculture sector 80.9% of all workers are in informal employment. Seasonal Migratory Agriculture (SMA) workers make up a substantial part of these statistics, as they are unregistered workers with no social security. This is particularly important because SMA parents migrate with their children for six to nine months of the year, where 81.7% of the families reside in tents with unhygienic conditions and little access to electricity and other basic resources. SMA work therefore often results in children irregularly attending school or dropping out altogether.
98. Children that work in the agriculture sector amount to 44.7% of all working children in Turkey. Currently there are approximately 1,000,000 Turkish working children in the country and around 400,000 of them work in SMA. In Turkey, 41.4% of all employed children work to supplement the family income.
99. 50% of the children that work in SMA do not attend school. 21% of the children who accompany their families on the SMA route but do not work, still do not go to school. Of those that work in the fields and continue their education 57% are unable to regularly attend school; nor do 43% of those who do not work but migrate with their parents.
100. SMA is particularly important in terms of child protection as it is in one of the Worst Forms of Child Labour in Turkey. It hinders children's education, development and health and puts them at risk of exploitation, abuse and neglect. While majority of the time people from the South-East have taken part in SMA, increasingly Syrian refugees are becoming involved.

SMA Services under the CL Programme

101. STL has now set up a new CC in Viranşehir, on the basis that many of the families that are involved in SAW live there between harvests. The Viranşehir CC will mainly operate between the months of November and April. In addition, temporary offices will be set up in Adana and Düzce, each for approximately 1 month while SAW workers are based there as the harvest passes through those cities.
102. There are significant logistical hurdles for the provision of proper services to SAW families once they leave Viranşehir. The intention behind the establishment of a permanent CC in Viranşehir is that, in addition to the services it provides during the winter, it may persuade families not to take their children with them on the harvest, so they can remain in school and out of work in Viranşehir.

103. This CL Programme will be implemented in the Viranşehir CC. The services provided in Adana and Düzce will be designed separately to reflect the different circumstances and needs of potential beneficiaries in those cities.
104. In addition to the above CL Programme services, additional AWR sessions should be added to the CL Programme in Viranşehir to deal with specific cultural issues around education and child labour amongst the SAW community. These sessions should include AWR on:
- a. the importance of education and school for children;
 - b. the effects of the SAW migratory pattern on the health and education of children; and
 - c. the services that STL will provide along the harvest route, at Adana and Düzce. Doing this in advance of SAW families' arrival in Adana and Düzce is especially important given the very limited amount of time that families stay in each city before moving on with the harvest.

SECTION 4G: MONITORING AND DEVELOPING THE CL PROGRAMME

105. Each of the services under this CL Programme must be carefully monitored, both for reporting procedures and, more importantly, to ensure that STL is providing the best possible level of service for its beneficiaries.
106. As part of the monitoring of the services, it is essential that where beneficiaries are referred to other STL programmes, or other service-providers, those cases are followed up and the results recorded. This is important to prevent cases from falling between programmes and being forgotten, and for the completeness of STL's reports to donors. Follow-up documentation should be developed by the Istanbul HQ to aid and standardise this process.
107. It is also expected that the services will evolve and develop during the lifetime of the CL Programme, to better reflect the changing needs of children on the ground. As explained in the Introduction, the CL Programme is designed this way, and Caseworkers should not feel that they have to slavishly follow the recommendations in this manual. Instead, all STL staff are encouraged to think creatively about how they might best solve the problems that they face in providing the best possible service to beneficiaries. Different CCs will need to be able to adapt their services to the realities that they face on the ground in their area.
108. As explained above, however, it is essential that the development of the CL Programme is backed up by internal communication, and the sharing of best practice, between CCs so that innovations or 'fixes' thought up in one CC can be used in other CCs grappling with similar problems, and a consistent level service can be maintained.
109. Challenges that are encountered in the field should be directly reported to STL headquarters and UNICEF to optimize outcomes and timely intervention by senior managers where necessary.

SECTION 5: ANNEXES

1. Detailed CL Survey Questionnaire.
2. STL Registration Forms.
3. Service Mapping Chart for Şanlıurfa CC.
4. AWR Materials.
5. Information Leaflets on Schools for Syrian Students in Şanlıurfa.
6. Template Petition for School Registration.
7. PSS Session Plans.
8. SNF Forms.
9. SAF Forms.