



**REPUBLIC OF TÜRKİYE**  
**MINISTRY OF FAMILY AND**  
**SOCIAL SERVICES**

**2023-2028**  
**TÜRKİYE CHILD RIGHTS**  
**STRATEGY DOCUMENT AND ACTION PLAN**



## **2023-2028 TÜRKİYE CHILD RIGHTS STRATEGY DOCUMENT AND ACTION PLAN PRESENTATION**

Throughout its history, the Republic of Türkiye has pursued a sensitive policy towards children. While moving forward in line with these policies, it has shown determination to improve child rights at all levels and to ensure their awareness in the society.

In this respect, it is given importance to ensure that all relevant sectors and non-governmental organizations are consulted and contribute to the services provided in child-related activities. In identifying problems and developing solutions, it is a necessity to ensure the participation of all segments of society and children in decisions.

Considering the unique developmental characteristics and protection needs of children, it is imperative that adults take into consideration issues related to the full exercise of child rights to life, development, education and participation, and this issue requires serious political commitment. Issues concerning children cannot be postponed, delayed or ignored.

Providing our children with an environment where they can live happily and peacefully is above all else for us. Preparing our children for the future and helping them grow up as healthy individuals is our most fundamental duty and responsibility. Regardless of discrimination, every child has equal rights and all children are special.

With this document prepared under the coordination of our Ministry and in cooperation with all relevant sectors, it is aimed to improve the living standards of children and to realize a holistic child welfare system on a country scale where children will grow up healthy, receive good education, be protected in case of difficult conditions and have access to quality services.

In this context, it is aimed to create a culture of child rights in the society, to improve the social and physical environment of the child, child justice system, child protection system and education system, to develop special protection services for children and to develop an effective monitoring system to monitor the implementation of the services provided.

In this framework, we have prepared Türkiye Child Rights Strategy Document and Action Plan for 2023-2028 with the contributions and participation of public institutions and organizations, non-governmental organizations, academics, international organizations and children.

For the next five years, we have determined strategies that prioritize child rights and child participation and strengthen protective and preventive service mechanisms.

Our roadmap, which we have determined with the contributions of all parties, will strengthen us in the healthy development of future generations and in the construction of a strong society.

**Derya YANIK**  
**Minister of Family and Social Services**







<b>ABBREVIATIONS</b>	<b>7</b>
<b>DEFINITIONS</b>	<b>9</b>
<b>1. GENERAL ISSUES</b>	<b>13</b>
1.1. CORE VALUES AND APPROACH	15
1.2. LEGAL BASES AND OTHER NATIONAL/INTERNATIONAL DOCUMENTS	17
1.2.1. CHILD IN INTERNATIONAL LEGISLATION	18
1.2.2. CHILD IN NATIONAL LEGISLATION	20
1.2.3. CHILD IN NATIONAL AND INTERNATIONAL STRATEGIES AND POLICY DOCUMENTS	22
1.3. INTRODUCTION: CHILD-CENTERED APPROACH	23
1.4. CHILD WITH STATISTICS	31
1.5. 2023-2028 TÜRKİYE CHILD RIGHTS STRATEGY DOCUMENT AND ACTION PLAN PREPARATION PROCESS	57
<b>2.PRIMARY PRIORITY ISSUES AND 2023-2028 TÜRKİYE CHILD RIGHTS STRATEGY DOCUMENT AND ACTION PLAN</b>	<b>61</b>
2.1. Child Rights And Child Participation	63
Strategic Objective 2.1.1. Developing a culture of child rights in every environment	68
Strategic Objective 2.1.2. Strengthening decision-making mechanisms for child in institutions	69
Strategic Objective 2.1.3. Conducting awareness-raising activities to ensure that child rights and child participation are known by the society	72
2.2. Child-Friendly Justice	75
Strategic Objective 2.2.1. Reviewing and strengthening legislation in the field of Child Protection	81
Strategic Objective 2.2.2. Strengthening the compensatory and restorative justice system	83
Strategic Objective 2.2.3. Preventing the abuse of children in the process from the moment they encounter the justice system and providing them with the psychosocial support services they need	86
2.3. Protection and Support Services for Family and Child	89
Strategic Objective 2.3.1. Strengthening protective and preventive services	98
Strategic Objective 2.3.2. Supporting the physical and mental development of children	102
Strategic Objective 2.3.3. Strengthening the family and supporting parenting skills	108
Strategic Objective 2.3.4. Strengthening services for children at risk	110



## CONTENTS



**REPUBLIC OF TÜRKİYE**  
**MINISTRY OF FAMILY AND**  
**SOCIAL SERVICES**

Strategic Objective 2.3.5. Taking measures to protect children from addiction . . . . .	113
Strategic Objective 2.3.6. Strengthening the social service workforce area . . . . .	115
Strategic Objective 2.3.7. Strengthening and supporting coordination in the field of Child Protection . . . .	117
Strategic Objective 2.3.8. Strengthening the case management system in the field of Child Protection . . . .	118
2.4. Alternative Care Services . . . . .	119
Strategic Objective 2.4.1. Strengthening and expanding family-oriented services for children in need of protection . . . . .	123
Strategic Objective 2.4.2. Supporting the psychosocial, academic and individual development of children under protection and care . . . . .	125
Strategic Objective 2.4.3. Strengthening institutional infrastructure and capacity . . . . .	127
2.5. Services for Children Affected by Disasters, Crises and Emergencies . . . . .	129
Strategic Objective 2.5.1. Strengthening services for children affected by disasters, crises and emergencies . .	135
Strategic Objective 2.5.2. Supporting social cohesion, psychosocial, academic and individual development of unaccompanied foreign children . . . . .	138
Strategic Objective 2.5.3. Ensuring coordination among institutions and strengthening the legal infrastructure for unaccompanied foreign children . . . . .	140
2.6. Access to Information Technologies and Safe Internet Use . . . . .	141
Strategic Objective 2.6.1. Protecting children from the risks of digital environments and supporting their development . . . . .	145
Strategic Objective 2.6.2. Taking measures to protect children from content that may adversely affect their development . . . . .	147
<b>3. MONITORING AND ASSESSMENT . . . . .</b>	<b>149</b>
<b>SOURCE . . . . .</b>	<b>152</b>



<b>AB</b>	Ministry of Justice
<b>AFAD</b>	Disaster and Emergency Management Presidency
<b>AGO</b>	Forensic Interview Room
<b>ASHB</b>	Ministry of Family and Social Services
<b>BİLSEM</b>	Science and Art Education Centers
<b>BM</b>	United Nations
<b>BMMYK</b>	United Nations High Commissioner for Refugees
<b>BTK</b>	Information Technologies and Communications Authority
<b>ÇAM</b>	Child Justice Center
<b>ÇEMATEM</b>	Child Adolescent Substance Abuse Treatment Center
<b>ÇİM</b>	Child Monitoring Center
<b>ÇSGB</b>	Ministry of Labour and Social Security
<b>ÇŞİDB</b>	Ministry of Environment, Urbanization and Climate Change
<b>ÇÖZGEM</b>	Child and Youth Mental Health Center
<b>DDO</b>	Digital Transformation Office
<b>DİB</b>	Presidency of Religious Affairs
<b>ETKB</b>	Ministry of Energy and Natural Resources
<b>GİB</b>	Presidency of Migration Management
<b>GSB</b>	Ministry of Youth and Sports
<b>HMB</b>	Ministry of Treasury and Finance
<b>İB</b>	Ministry of Interior
<b>KDK</b>	Ombudsman Institution (Ombudsman)
<b>KTB</b>	Ministry of Culture and Tourism
<b>KVKK</b>	Personal Data Protection Authority
<b>MEB</b>	Ministry of National Education
<b>PSD</b>	Psychosocial Support
<b>RTÜK</b>	Radio and Television Supreme Council



## ABBREVIATIONS



**REPUBLIC OF TÜRKİYE**  
**MINISTRY OF FAMILY AND**  
**SOCIAL SERVICES**

<b>SED</b>	Social and Economic Support
<b>SB</b>	Ministry of Health
<b>SBB</b>	Presidency of Strategy and Budget Department
<b>STB</b>	Ministry of Industry and Technology
<b>STK</b>	Non-Governmental Organization
<b>ŞNT</b>	Conditional Cash Transfer
<b>ŞEY</b>	Conditional Cash Transfer for Education
<b>TB</b>	Ministry of Trade
<b>TBB</b>	Union of Municipalities of Türkiye
<b>TİHEK</b>	Human Rights and Equality Institution of Türkiye
<b>TOB</b>	Ministry of Agriculture and Forestry
<b>TÜBİTAK</b>	Scientific and Technological Research Council of Türkiye
<b>TÜİK</b>	Turkish Statistical Institute
<b>UAB</b>	Ministry of Transport and Infrastructure
<b>YEDAM</b>	Green Crescent Counseling Center
<b>YŞEY</b>	Conditional Cash Transfer for Education for Foreigners
<b>YUKK</b>	Law on Foreigners and International Protection
<b>YÖK</b>	Council of Higher Education



**Alternative Care:** Providing foster care, adoption or institutional care services to children who cannot be cared for by their families for various reasons and who are taken under protection and care,

**Anka Child Support Program:** Psychosocial support program implemented in specialized institutions,

**Municipality:** A public legal entity with administrative and financial autonomy, established to meet the local common needs of the residents of the municipality and whose decision-making body is elected by the voters,

**Best Interest of the Child:** Prioritizing the well-being of the child in ensuring the physical, mental, spiritual and social development of the child, considering the benefit of the child more important and prioritized than any other benefit in activities concerning children and acting accordingly,

**Child:** A person who has not attained the age of eighteen, even if he/she became an adult at an earlier age,

**Child Support, Development and Training Program (ÇODEP):** A program prepared to meet the basic needs of children under protection and care, to improve their life skills within an empowerment approach, to ensure their healthy development in psycho-social, cognitive and emotional aspects, to prepare them for life, to contribute to their upbringing as individuals beneficial to society and to carry out necessary interventions in line with their needs,

**Child-Friendly Justice:** A system that takes into account the child's participation, best interests, dignity, protection against discrimination and the rule of law, and ensures the most effective implementation of these rights, based on the child's maturity and level of understanding,

**Child Homes:** The residential home-type social service units where children in need of protection are cared for,

**Child Homes Coordination Center:** Centers established to ensure the planning of child homes in the provinces, the execution, follow-up and supervision of all kinds of transactions and expenditures related to the opening and functioning of child homes, the determination of children to be admitted to child homes, the execution of activities for the adaptation of children and the coordination among child homes,

**Child Homes Buildings Complex:** An institution consisting of more than one home-type social service unit in the same settlement where the care of children in need of protection is provided,





## DEFINITIONS



**REPUBLIC OF TÜRKİYE  
MINISTRY OF FAMILY AND  
SOCIAL SERVICES**

**Child Rights Monitoring and Evaluation Board:** The board, chaired by the Minister of Family and Social Services or the authorized person appointed by her/him, formed with the participation of senior representatives authorized to make decisions in the Ministry of Justice, the Ministry of Family and Social Services, the Ministry of Labour and Social Security, the Ministry of Environment, Urbanization and Climate Change, the Ministry of Foreign Affairs, the Ministry of Youth and Sports, the Ministry of Interior, the Ministry of National Education, the Ministry of Health, the Ministry of Transport and Infrastructure, the Presidency of Religious Affairs, the Radio and Television Supreme Council, the Information Technologies and Communications Authority, the Council of Higher Education, the Union of Turkish Bar Associations and the Human Rights and Equality Institution of Türkiye as well as the Director General of Child Services, the Child Rights Türkiye Child Coordinators and two senior representatives of two non-governmental organizations with the highest representation power at the national level in the field of children,

**Child Rights Culture:** Recognizing that all children are individuals with rights, adopting and living the rights of the child to life, development, protection, participation and non-discrimination in all areas of life,

**Child Labour:** Heavy labour that is mentally, physically, socially or morally dangerous and harmful to children; that prevents them from attending school regularly, deprives them of their right to education, causes them to leave school early, and that children have to carry out together with their education,

**Child Monitoring Center:** Centers operating under the Ministry of Health in line with the Prime Ministry Circular No. 2012/20 on Child Monitoring Centers (ÇİM), where secondary abuse of the child is prevented, where shelter, nutrition, clothing, health, safety and initial counseling needs of the family are met temporarily until a suitable environment where the child can stay is provided in cases that need to be taken under protection, and where legal assistance is provided to the family and the child,

**Violence Against Child:** All forms of neglect, abuse, behavior and exploitation that result in actual or potential harm to the health, life, development or dignity of the child,

**Establishment of Personal Relationship with the Child:** The arrangement of meetings to be held by the mother or father with the child whose custody is not left to them at certain times and under certain conditions,

**Disadvantaged Child:** Children who have difficulty in accessing certain opportunities in social, cultural, developmental and economic dimensions and who are physically or emotionally/socially affected as a result,

**Youth Center:** Units opened to protect the physical and mental health of young people, support their sociocultural development, contribute to their education in line with their fields in which they are interested and upskill them,



**Foster Care Service:** Family-oriented social service model for the care, upbringing and preparation for life of children in need of protection under the supervision of the state, in a family environment under the support and supervision of parents during the period that requires protection,

**Institutional Care:** Care services provided temporarily or permanently by public or private institutions to children who are deprived of parental care and in need of protection,

**Psychosocial Support Program:** A program designed to eliminate abuse or behavioral disorders caused by negative life experiences, to help children adapt to the family and social environment, and to create positive attitudes and behavioral changes in children, taking into account their individual differences and needs,

**Unaccompanied Foreign Child:** A foreign child who arrives in Türkiye or remains unaccompanied after entering Türkiye without the accompaniment of an adult responsible for him/her by law or custom, unless he/she is placed under the effective care of a responsible person,

**Social Worker:** Professionals graduated from institutions providing education in the fields of psychological counseling and guidance, psychology, sociology, child development, teaching, family and consumer sciences and social work,

**Social and Economic Support Service:** Economic and sociocultural support in order to protect the integrity of families who cannot provide for their basic needs and have difficulty in sustaining their lives and to ensure that children are cared for within the family without moving away from their families,

**Social Services:** All systematic and programmed services aimed at eliminating the material, moral and social deprivations of individuals and families arising from their own structure and environmental conditions or beyond their control, meeting their needs, helping to prevent and solve their social problems and improving and raising their living standards,

**Therapeutic Care:** Preparing children for other service models, especially family-oriented services, by creating positive, safe, healing relationships and experiences within a plan to be created specifically for each child,

**Special Need:** The need of the child for individual, social and economic rights, physical conditions and services, through different arrangements from other individuals, in order for her/him to participate equally in social life,

**Foreigner:** A person who has no citizenship ties with the Republic of Türkiye.





**REPUBLIC OF TÜRKİYE**  
**MINISTRY OF FAMILY AND**  
**SOCIAL SERVICES**

**GENERAL ISSUES**









**REPUBLIC OF TÜRKİYE**  
**MINISTRY OF FAMILY AND**  
**SOCIAL SERVICES**

**CORE VALUES AND APPROACH**



## 1.1. CORE VALUES AND APPROACH



**REPUBLIC OF TÜRKİYE  
MINISTRY OF FAMILY AND  
SOCIAL SERVICES**

The concept of child and child rights has a special place in our civilization. Within the framework of universal legal principles, national plans and policies and social change, where the child rights are prioritized and the best interests of the child are taken into consideration, it is accepted as a basic principle to ensure a child rights culture based on the child rights to life, development, protection, participation and prevention of discrimination.

Our civilization, which guarantees the child rights even before they are born, has stipulated that the rights of children must be respected even in the most difficult circumstances. Every child born is innocent by nature and has rights. Those who are responsible for the child, especially parents, have many duties that they must fulfill by considering the best interests of the child. Starting with the naming of the child, all rights of the child, including the right to love and acceptance, education, protection, development, participation, non-discrimination and fair treatment, must be fully implemented. In the process of ensuring that the child is cared for and supervised in accordance with his/her age and development, there are some basic principles that should be accepted as a roadmap. These basic principles are;

- \* Recognizing the child as an individual with rights,
- \* Consideration of the best interests and well-being of the child,
- \* Ensuring children's participation in decision-making processes,
- \* Protection of the child's psychological and physical integrity,
- \* Addressing the material and spiritual needs of the child together,
- \* Supporting the child primarily within the integrity of the family,
- \* Based on a protective and preventive approach for risk prevention for children and their families,
- \* Institutional care as the last option in alternative care services,
- \* Respect for the institution of the family and the family's obligation to care for and protect their children,
- \* The child and his/her family are not subjected to discrimination for any reason,
- \* Observing the national and spiritual values of the child and his/her family,
- \* Ensuring that the provision of services to children and families is carried out in a manner befitting human dignity,
- \* Prioritization of a child-focused restorative justice approach,
- \* Sharing social responsibility in decisions and practices related to children,
- \* Respect the developmental characteristics of children with special needs and their right to maintain their own identity,
- \* Creating suitable conditions and opportunities for children to participate in scientific, cultural, artistic and sports activities,
- \* Developing a sustainable service approach based on scientific data, development and positive change.



**REPUBLIC OF TÜRKİYE  
MINISTRY OF FAMILY AND  
SOCIAL SERVICES**

**LEGAL BASES AND OTHER  
NATIONAL/INTERNATIONAL  
DOCUMENTS**



## 1.2. LEGAL BASES AND OTHER NATIONAL/INTERNATIONAL DOCUMENTS



**REPUBLIC OF TÜRKİYE  
MINISTRY OF FAMILY AND  
SOCIAL SERVICES**

### 1.2.1. CHILD IN INTERNATIONAL LEGISLATION

- UN Convention on the Rights of the Child
- UN Convention on the Rights of Persons with Disabilities
- European Convention on Human Rights
- 13th Additional Protocol of the European Convention on Human Rights
- Council of Europe Convention on the Protection of Children Against Sexual Exploitation and Sexual Abuse
- Council of Europe European Convention for the Prevention of Torture and Inhuman or Degrading Treatment or Punishment
- The European Social Charter and Revised European Social Charter
- Charter of Fundamental Rights of the European Union
- The UN Standard Minimum Rules for the Administration of Juvenile Justice (Beijing Rules)
- International Covenant on Economic, Social and Cultural Rights
- UN Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment
- International Covenant on Civil and Political Rights
- UN Rules for the Protection of Juveniles Deprived of their Liberty (Havana Rules)
- Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children, Supplementing the UN Convention against Transnational Organised Crime
- Protocol against the Smuggling of Migrants by Land, Sea and Air, supplementing the United Nations Convention against Transnational Organized Crime
- UN International Convention Against Transnational Organised Crime
- Geneva Conventions And Their Additional Protocols I and II
- Optional Protocol to the Convention on the Rights of the Child on the sale of children, child prostitution and child pornography
- Optional Protocol to the Convention on the Rights of the Child on the Involvement of Children in Armed Conflict



- European Convention on the Exercise of Children's Rights
- United Nations Guidelines for the Prevention of Juvenile Delinquency (The Riyadh Guidelines)
- Convention on Protection of Children and Co-operation in Respect of Intercountry Adoption (Hague Convention)
- European Convention on Recognition and Enforcement of Decisions concerning Custody of Children and on Restoration of Custody of Children
- Convention concerning the Prohibition and Immediate Action for the Elimination of the Worst Forms of Child Labour (No. 182) and Conventions No: 15, 58, 77, 115, 123, 127, 138, 457
- European Convention on the Legal Status of Migrant Workers
- Protocol against the Smuggling of Migrants
- Universal Declaration of Human Rights
- Geneva Convention Relating to the Status of Refugees
- International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families
- Hague Convention on the Civil Aspects of International Child Abduction
- UNESCO International Charter of Physical Education, Physical Activity and Sport
- United Nations Convention against Illicit Traffic in Narcotic Drugs and Psychotropic Substances (1988)
- Convention relating to the Status of Stateless Persons
- United Nations Convention on the Reduction of Statelessness
- Vienna Convention on Diplomatic Relations





## 1.2. LEGAL BASES AND OTHER NATIONAL/INTERNATIONAL DOCUMENTS



**REPUBLIC OF TÜRKİYE  
MINISTRY OF FAMILY AND  
SOCIAL SERVICES**

### 1.2.2. CHILD IN NATIONAL LEGISLATION

- Constitution of the Republic of Türkiye
- Turkish Civil Code No. 4721
- Turkish Penal Code No. 5237
- Presidential Decree No. 1 on the Organization of the Presidency
- Social Services Law No. 2828
- Child Protection Law No. 5395
- Law No. 5378 on Persons with Disabilities
- Law No. 6284 on the Protection of the Family and Prevention of Violence against Women
- Press Law No. 5187
- Municipality Law No. 5393
- Law No. 5216 on Metropolitan Municipality
- Environmental Law No. 2872
- Law No. 4452 on the Authorization Law on the Measures to be Taken against Natural Disasters and the Arrangements to be Made for the Relief of Losses Caused by Natural Disasters
- Law No. 3289 on Youth and Sports Services
- Law No. 222 on Primary Education and Education
- Basic Law No. 1739 on National Education,
- Law No. 5651 on the Regulation of Publications on the Internet and Combating Crimes Committed Through These Publications
- Labour Act No. 4857
- Law No. 1117 on the Protection of Minors from Obscene Publications
- Law No. 2559 on Police Duties and Powers
- Law No. 6112 on the Establishment and Broadcasting Services of Radio and Television
- Law No. 3294 on Encouraging Social Assistance and Solidarity



- Law No. 6502 on the Protection of Consumers
- Law No. 6701 on the Human Rights and Equality Institution of Türkiye
- Law No. 1593 on Public Health
- Law No. 6458 on Foreigners and International Protection
- Decree Law No. 573 on Special Education



## 1.2. LEGAL BASES AND OTHER NATIONAL/INTERNATIONAL DOCUMENTS



**REPUBLIC OF TÜRKİYE  
MINISTRY OF FAMILY AND  
SOCIAL SERVICES**

### 1.2.3. CHILD IN NATIONAL AND INTERNATIONAL STRATEGIES AND POLICY DOCUMENTS

- Council of Europe Policy Guidelines on Integrated National Strategies for the Protection of Children from Violence
- UN Guidelines on Justice in Matters involving Child Victims and Witnesses of Crime
- 11th Development Plan of the Presidency
- Annual Programmes of the Presidency
- Human Rights Action Plan of the Presidency
- Council of Europe Strategy for the Rights of the Child (2022-2027)
- Strategic Plan of the Ministry of Family and Social Services 2022 - 2026
- Civil Society Vision Document and Action Plan of the Ministry of Family and Social Services (2022-2023)
- 2030 Barrier-Free Vision Document and National Action Plan on the Rights of Persons with Disabilities (2023-2025)
- Strategic Plan of the Ministry of Justice (2019-2023)
- Judicial Reform Strategy of the Ministry of Justice (2019)
- The Coordination Strategy Document for Child Protection Services (2014-2019)
- National Programme on the Elimination of Child Labour (2017-2023)
- 4th National Action Plan on Violence against Women (2021-2025)
- National Cyber Security Strategy and Action Plan (2020-2023)
- Coherence Strategy Document and National Action Plan (2018-2023)



**REPUBLIC OF TÜRKİYE**  
**MINISTRY OF FAMILY AND**  
**SOCIAL SERVICES**

**INTRODUCTION:**  
**CHILD-CENTERED APPROACH**



### 1.3. INTRODUCTION: CHILD-CENTERED APPROACH



**REPUBLIC OF TÜRKİYE  
MINISTRY OF FAMILY AND  
SOCIAL SERVICES**

Childhood, by its very nature, is the period of the fastest growth and development and the most comprehensive acquisition of knowledge. During childhood, children are influenced by their environment as they build their own selves and go through a process in which they need to be protected and taken care of in terms of their social and economic rights.<sup>1</sup>

In our country, children have always been seen as the guarantee of the future and special importance has been attached to providing them with a happy, safe and prosperous future. Issues such as the upbringing, education, health and family protection of children are emphasized in our legislation and top policy documents.

In national and international legislation, particularly the Constitution of the Republic of Türkiye, the state is entrusted with the responsibility of establishing mechanisms to identify risks to children in advance and to plan and implement necessary interventions, and to develop measures to support the development of children. The task of ensuring the healthy development of children and protecting them from dangerous situations that may harm them can only be fulfilled with the cooperation of state institutions and stakeholders and the importance of this issue by the society.

Child rights aim to protect children until they reach the age of majority with the awareness that children have different characteristics from adults. In this framework, child rights, which is a very important concept for the healthy development of children, is a set of rights that envisages protective and preventive mechanisms for children and solutions to possible problem areas.<sup>2</sup> Child rights, which can also be defined as the benefits protected by the rules of law for the healthy development of the child in physical, cognitive, emotional, social and moral terms, are structured on four basic principles: life and development, equality and non-discrimination, the best interests of the child and child participation in the United Nations Convention on the Rights of the Child published in 1989.<sup>3</sup>

Although it is thought that the concept of child rights started to be used in our country with the UN Convention on the Rights of the Child, when we look at the importance given to the child and the family tree of child rights; it can be seen that the branches of this tree extend from Dede Korkut Stories to nomadic Central Asian culture, from Turkish Islamic States to the Tanzimat Period. Founded in Ankara in 1921, the Himaye-i Etfal Society of Türkiye, i.e. the Child Protection Agency, demonstrates the social service understanding of the newly structured Republic of Türkiye and the value it attaches to children. Our country is the only country in the world to present a holiday to

<sup>1</sup> Zorlu, S. E. (2013). A Comparative Analysis of Child Rights in Modern and Islamic Law. *Journal of Selçuk University Faculty of Law*, 21 (2): 125- 161.

<sup>2</sup> Erbay, E. (2013). An evaluation of Türkiye on child rights to participation. *Journal of Human and Social Sciences Research*, (2) 1: 38-52.

<sup>3</sup> Akyüz, E. (2000). *Protection of the rights and safety of the child in national and international law*. Ankara: Milli Eğitim Printing House.





children in 1929, named “April 23rd National Sovereignty and Children’s Day” by Mustafa Kemal Atatürk and to share this holiday with all the children of the world.<sup>4</sup>

The incorporation of the (abolished) Social Services Child Protection Agency into the Ministry of Family and Social Services (ASHB) with the Decree Law No. 633 and the establishment of the Department of Child Rights under the Directorate General of Child Services once again demonstrates the importance given to children and child rights in our country.

Within the framework of Türkiye historical and cultural knowledge and experience in the field of child protection, policies and practices regarding children are guided by taking into account the developments in today’s social life. Integrative studies, which include elements of a multidimensional approach in all stages such as identification of needs, planning, implementation and monitoring of interventions, form the basis for the development of effective services in line with today’s conditions.

In line with the development-oriented structure of social services and its basic approach principles and elements, important policies and practices have recently been implemented in the field of child protection in the fields of preventive protective services in cooperation with the child, family and society, family-oriented services and institutional care services as the last option.

The main policy of our country in the field of child protection is to ensure that children grow up in a safe and developmentally supportive family environment. In this context, supports and services to ensure that children continue to live with their own families are prioritized.

For children who are referred to the ASHB service units for various reasons, first of all, the possibilities for their care by their family or relatives are evaluated. After the support and professional studies, they are provided with appropriate social service models within the framework of the best interest of the child.

Alternative care services, one of these social service models, include two basic care models: family-oriented care services and institutional care services. As a reflection of policies based on the care of children in a family environment, children taken under protection are primarily intended to benefit from foster care and adoption services (*See Child with Statistics*).

<sup>4</sup> Lale Kurt, S. (2015). *Basic international documents on child rights and Türkiye practice. Journal of Social Policy Studies*, 16 (36): 99 – 127.



### 1.3. INTRODUCTION: CHILD-CENTERED APPROACH



**REPUBLIC OF TÜRKİYE  
MINISTRY OF FAMILY AND  
SOCIAL SERVICES**

Children who cannot benefit from family-oriented care services are provided with institutional care services, which is another alternative care model. With the service transformation studies carried out by the ASHB, it is aimed to ensure that children in need of protection are raised in a system closest to the family environment, gain a basic sense of trust, belonging and responsibility, and receive one-to-one and consistent care services, and it has been ensured that all children under protection and care continue to be cared for in a home-type service model instead of large buildings and ward-type structures (*See Child with Statistics*).

Minimum standards have been established in all child care institutions in order to ensure unity of practice in the personal care of children, professional practices for children, staffing, resource utilization and management structure in accordance with the commitments in the Convention on the Rights of the Child. Within the framework of these standards; necessary monitoring and assessment activities are carried out.

Structuring existing services in line with the current era and creating innovative approaches facilitates the observance and defense of child rights in all areas. In this context, children are not only the beneficiaries of the services developed for them, but also play an active role in the process of formulating the policies developed for them.

In line with its child-oriented social state approach, Türkiye is among the most frequent parties to the United Nations International Human Rights Instruments. In addition to the UN, Türkiye is also a party to the Council of Europe and Hague Conventions on the child rights. The institution responsible for monitoring and coordination of child rights in Türkiye is the Ministry of Family and Social Services, which prepares progress reports on child rights in Türkiye together with relevant public institutions, universities and non-governmental organizations and submits them to the UN Committee on the Rights of the Child. Türkiye contributes to the preparation of the Council of Europe Strategy for the Rights of the Child and takes an active role in the preparation of the Organization of Islamic Cooperation (OIC) Convention on the Rights of the Child.

Policy-making and service provision for children in our country is carried out with the contribution and participation of local administrations as well as inter-institutional cooperation. In this framework, an important development observed in the 2000s was the establishment of various mechanisms that were put into practice and expanded in order to maintain and monitor central and local level activities on child rights.

The Child Rights Monitoring and Evaluation Board was established with the Prime Ministry Circular No. 2012/9 to make recommendations for administrative and legal regulations on child rights, to prepare strategy documents and action plans and to ensure coordination between institutions on child rights. The “Child Rights Monitoring



and Evaluation Board”, which brings together representatives of stakeholder institutions and organizations on a collaborative basis, and the “Provincial Committee on the Rights of the Child”, which are established across the country with the direct participation of children, are examples of good practices that support child rights to participation in terms of functioning (*See Child with Statistics*).

The work of the Provincial Committee on the Rights of the Child at the local and national level creates many opportunities for participation in family, community and public life and helps to raise awareness and sensitivity on child rights. For example, child rights peer education programs, including foreign children, not only help children learn about their rights, but also encourage children to engage in volunteer work. Committees also reinforce the principle of children’s participation in management and decision-making processes.

Children’s Forums, which are held every year on November 20, World Child Rights Day, with the participation of one boy and one girl representative from each province, are one of the practices of great importance in terms of children expressing their views. The 23rd Children’s Forum, the first of which was organized in 2000 and held at the national level until 2022, was held at the international level with the participation of children from 16 different countries with the theme of “Climate Change and Child Participation”. In the Child Rights Strategy Document and Action Plan prepared, the articles highlighted in the Final Declaration of the International Children’s Forum were also included. In addition, the draft Türkiye Child Rights Strategy Document and Action Plan 2023-2028 was submitted to the views of children and their opinions were reflected in the document.

With the understanding of social development in Türkiye, social services, social assistance and social security are evaluated together and a holistic social protection system is adopted. It is aimed to develop policies to realize social development in a people-oriented, all-encompassing and ubiquitous manner. In this direction, protection of all children living in our country and securing their rights and well-being are prioritized. Policies and activities are implemented to support children to grow up as strong individuals, to improve their living standards and to create a holistic child welfare system on a national scale where they will grow up healthy, receive quality education, be protected in case of difficult circumstances and have access to quality services.

Türkiye has achieved significant success in the field of social services in the last twenty years. The existence of rapid decision-making and implementation processes brought about by the presidential system, together with the experience in intervention and process management, contributes to the active continuation of inter-institutional coordination and cooperation. The coordination of stakeholder institutions and organizations in protecting



### 1.3. INTRODUCTION: CHILD-CENTERED APPROACH



**REPUBLIC OF TÜRKİYE  
MINISTRY OF FAMILY AND  
SOCIAL SERVICES**

children and ensuring their healthy development is not only limited to joint work with relevant public institutions and organizations, but also ensures efficient interaction between different fields, especially non-governmental organizations and academia.

In this framework, when we look at the progress made in the field of social work in Türkiye over the years, the 2023-2028 Türkiye Child Rights Strategy Document and Action Plan includes child participation as well as developments in education, health, justice and other fields in Türkiye.

In recent years, with the advancement of information technologies and the widespread use of the internet, access to and transfer of information on every subject has accelerated. Children use digital media for common and positive purposes such as establishing positive social connections, accessing quality information, contributing to their education, developing self-expression skills, productivity and having fun.<sup>5</sup>

Today, rapid access to information technologies makes it important for children to benefit from the opportunities brought by digital technology tools and the internet, as well as to protect children from digital risks and harmful content.

As is known, education is one of the most important rights for the physical, mental, emotional, social and moral development of the child, in addition to the right to life, which is the most fundamental right of the child. Education is the most important tool that develops the innate abilities of human beings. Today, with the aforementioned developments in information and technology, social change and development processes have accelerated globally. In order to be able to effectively produce and use the information and technologies required by the age, to adapt to a society whose economic and social structure is constantly updated and renewed, and to add value to the society of which one is a member, it has become important to carry out studies in harmony with the structure of the society in which one lives in terms of both the duration and quality of education.

In Türkiye, besides developing and updating education policies in line with the current times, it has become important to include protective and supportive services in many areas such as designing child-friendly spaces by considering the well-being and healthy development of children, ensuring children's access to health services, increasing the income level and welfare of families, combating child labour, and all activities have been structured by considering the best interests of children.

<sup>5</sup> Konuk, N. and Güntaş, S. Social media usage training and social media usage as an educational tool. *International Journal Entrepreneurship and Management Inquiries*, 3 (4): 1-25.



Consideration of the best interests of the child has an important place in the justice system. According to the UN Convention on the Rights of the Child, the best interests of the child shall be the primary consideration in the juvenile justice system and States Parties shall encourage the establishment of child-only laws, procedures and child-related authorities and institutions for children suspected of violating criminal laws.

The purpose of the juvenile justice system in our country can be shown as subjecting children who enter the justice system to child-specific proceedings, observing their best interests, protecting them and ensuring that they leave the processes of the justice mechanism with the least damage.<sup>6</sup>

Article 10 of our Constitution stipulates positive discrimination against children and Article 41 stipulates that protective measures should be taken to protect children against all kinds of abuse and violence. In this direction, rehabilitative and restorative justice system for children who enter the juvenile justice system should ensure that children are reintegrated into society by preventing secondary victimization.

Changes in social and economic life, man-made or natural disasters and geopolitical risks (wars, migration waves, etc.) lead to significant and rapid changes in human and social life, and change and development lead to various risks. This situation affects vulnerable groups the most and children are among the most sensitive/vulnerable groups. In this context, there is a need for detailed, prioritized assessments and services specific to children in all disaster and crisis situations, including climate change.

On the other hand, Türkiye, due to its geopolitical location, is faced with an increasingly intense mobility of people displaced for various reasons such as war and security, and migrants who come to Türkiye or move through Türkiye in search of better opportunities. This situation necessitates the need for information sharing between national and international stakeholder institutions and the development of policies in cooperation for foreign children affected by the phenomenon of migration.

In this respect, Türkiye is home to approximately two million foreign children (*See Child with Statistics*). In line with the best interests of the child, foreign children also benefit from all rights such as training, health, protection and social assistance services provided to children in Türkiye without discrimination.

In our country, which has put into effect practices that can be a role model for other countries in line with our ancient civilization understanding, many factors such as letting the people live so that the state can live, the

<sup>6</sup> Karataş Z. and Mavili A., (2019). *Problems Encountered in Practices for Children Driven to Crime in the Juvenile Justice System. Journal of Social Policy Studies*, 19 (45): 1013-1043.



### 1.3. INTRODUCTION: CHILD-CENTERED APPROACH



**REPUBLIC OF TÜRKİYE  
MINISTRY OF FAMILY AND  
SOCIAL SERVICES**

dynamic power of the child and young population, the strong family structure, the sensitivity of the society on children, the approach that sees economic development as social development, the protective preventive perspective, continuous development, and the understanding of cooperation and coordination with national and international organizations are the strengths of today's child protection system.

Of course, the need for protection, which develops differently and uniquely for each child, can only be met by measures that can be planned in accordance with these situations and implemented in cooperation. The multi-sectoral structure of the child protection field necessitates the systematization of this coordination. In addition, other factors that need to be improved include the adoption of a preventive protective approach towards children by all elements of society, raising the level of social awareness in this direction and making the implementation approach dominant in decision-making processes.

By protecting and strengthening child rights, children are not only the beneficiaries of the services developed for them, but also active participants in the process of formulating new policies every day. The historical and cultural background is the basis for the effective development of services for children in accordance with the requirements of the current era.

The effectiveness of services carried out with a child-centered perspective that focuses on strengthening the family is enhanced through practical, result-oriented principles and standards as well as legal aspects. The design and delivery of services are shaped simultaneously with transformations in technology and informatics. Access to services is also expanded through effective inter-agency cooperation.





**REPUBLIC OF TÜRKİYE**  
**MINISTRY OF FAMILY AND**  
**SOCIAL SERVICES**

**CHILD WITH STATISTICS**



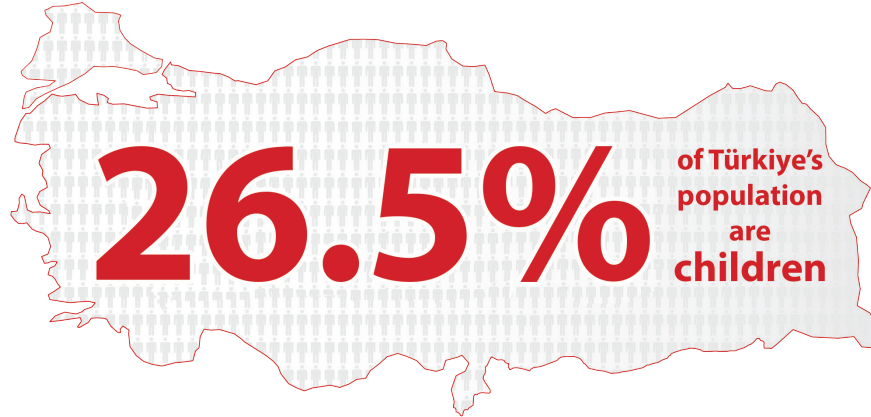
## 1.4. CHILD WITH STATISTICS



REPUBLIC OF TÜRKİYE  
MINISTRY OF FAMILY AND  
SOCIAL SERVICES

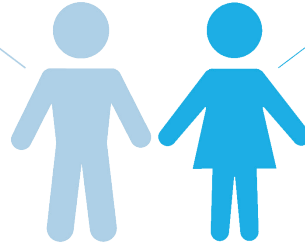
### 26.5% OF TÜRKİYE POPULATION ARE CHILDREN

22 million 578 thousand 378 (26.5%) of Türkiye's population of 85 million 279 thousand 553 people are children. Of the child population, 51.3% (11 million 585 thousand 839) are boys and 48.7% (10 million 992 thousand 539) are girls (TÜİK, 2023).



51.3%

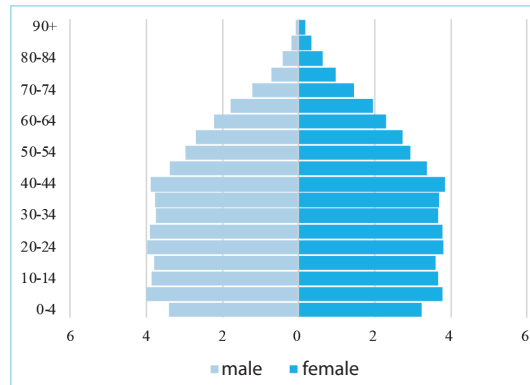
11.585.839



48.7%

10.992.539

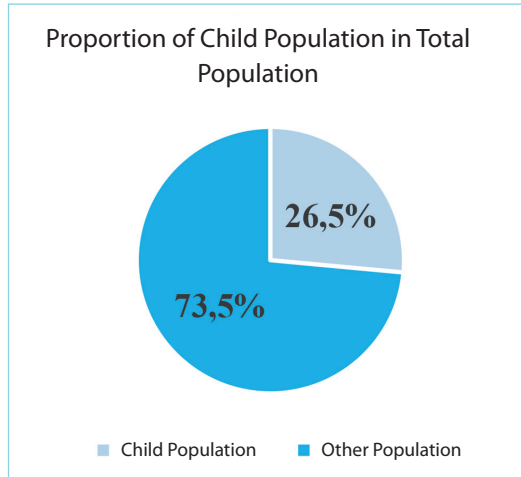
Population Pyramid, 2022



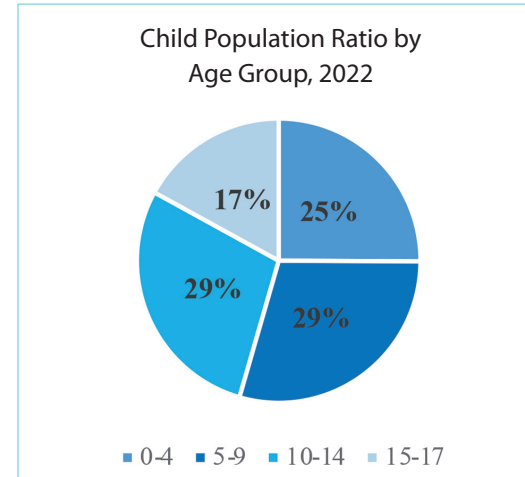
Source: TÜİK, 2022 Address Based Population  
Registration System Results, (February 2023)



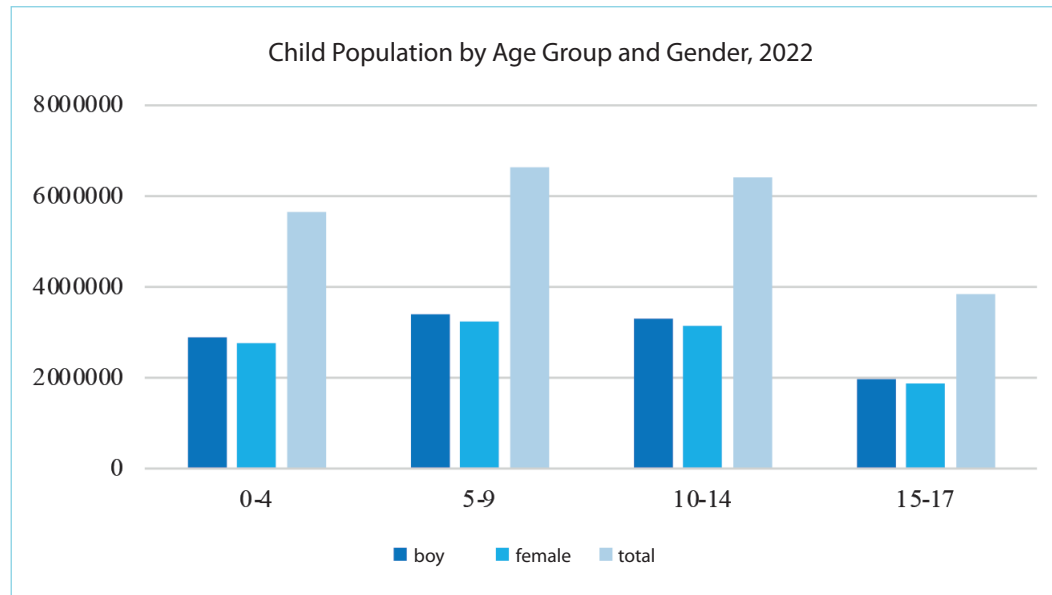
### Child population by age and gender, 2022



Source: TÜİK, 2022 Address Based Population Registration System Results, (February 2023)



Source: TÜİK, 2022 Address Based Population Registration System Results, (February 2023)



Source: TÜİK, 2022 Address Based Population Registration System Results, (February 2023)

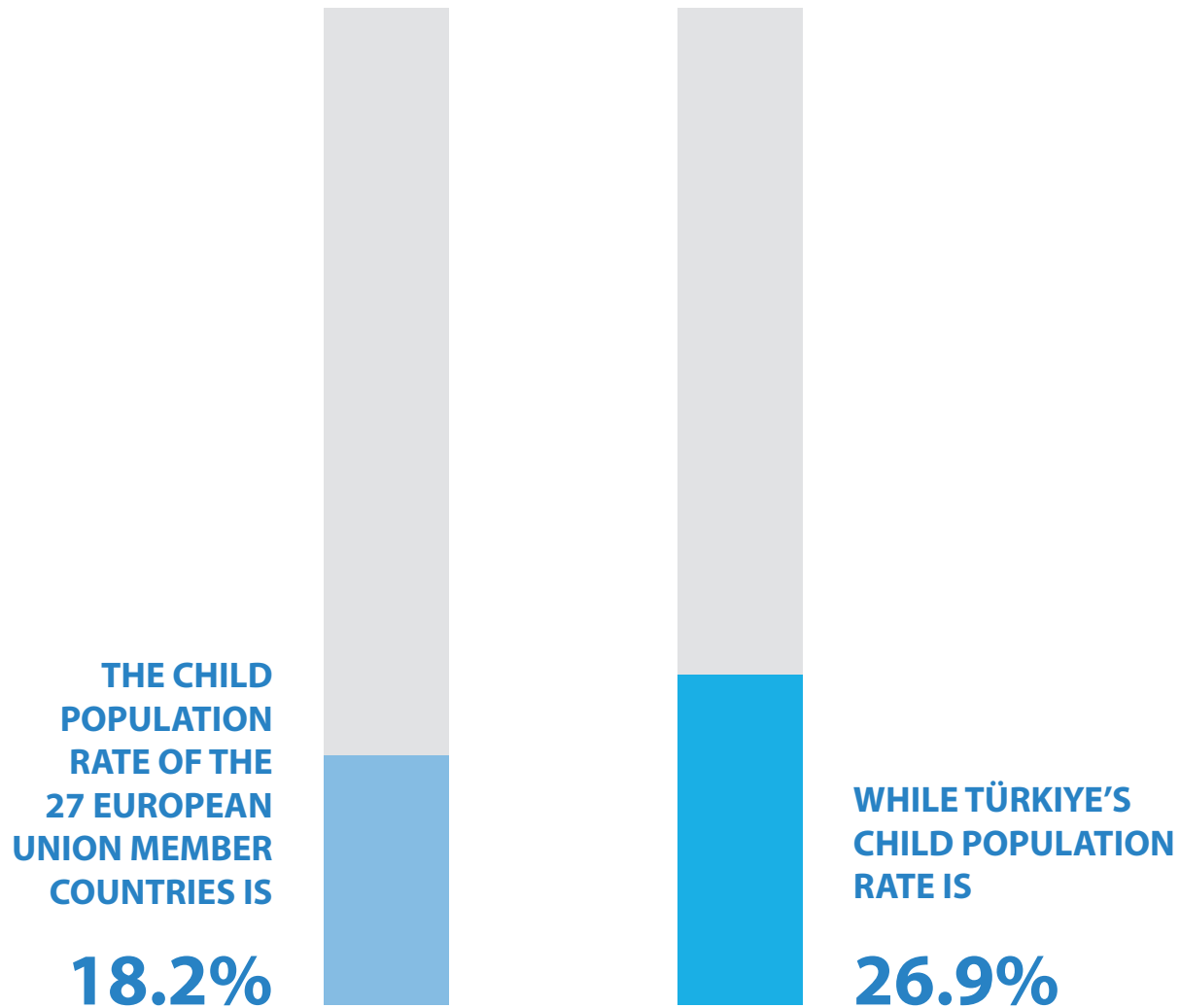


## 1.4. CHILD WITH STATISTICS



**REPUBLIC OF TÜRKİYE  
MINISTRY OF FAMILY AND  
SOCIAL SERVICES**

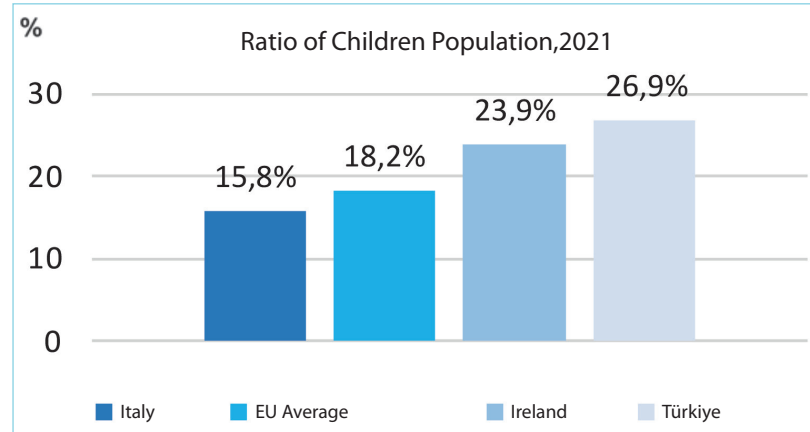
The child population rate of the 27 European Union member countries is 18.2%, while Türkiye child population rate is 26.9% (Turkish Statistical Institute Child with Statistics, 2022).



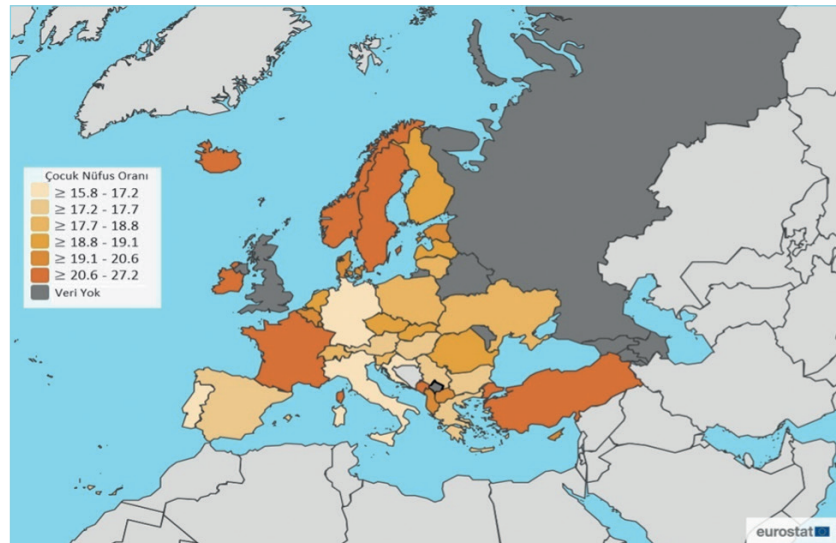
Source: TÜİK, 2021 Child with Statistics, (April 2022)



**Comparison of Child Population Ratio with EU Member States, 2021**



Source: TÜİK, 2021 Child with Statistics, (April 2022)



Source: EUROSTAT, 2021

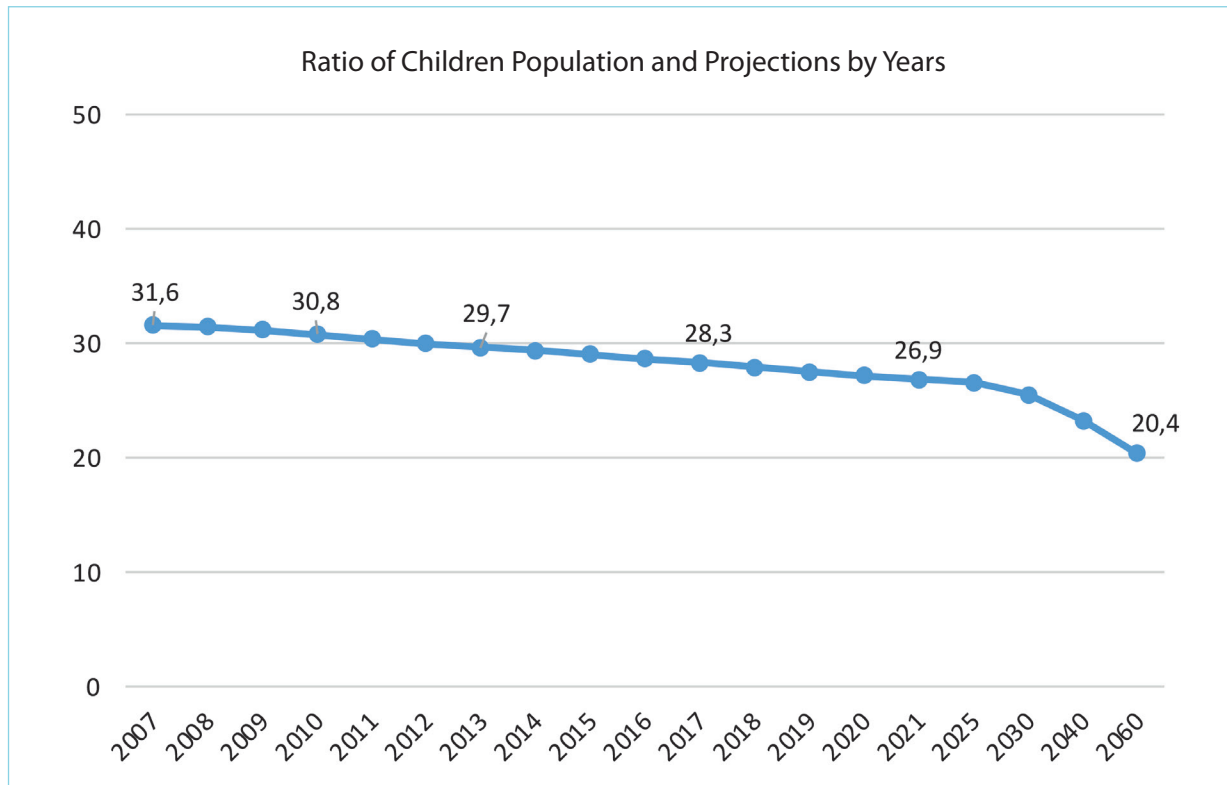


## 1.4. CHILD WITH STATISTICS



**REPUBLIC OF TÜRKİYE**  
**MINISTRY OF FAMILY AND**  
**SOCIAL SERVICES**

Looking at child population projections, the child population ratio in Türkiye is projected to be 26.6% in 2025, 25.6% in 2030, 23.3% in 2040 and 20.4% in 2060 (Turkish Statistical Institute Child with Statistics, 2022).



Source: TÜİK, 2021 Child with Statistics, (April 2022)





Provincial Committee on the Rights of the Child, which ensure children's participation in decision-making mechanisms, are established in 81 provinces.

The number of children who are members of Committee on the Rights of the Child is 41.209 as of December 2022.



**The Number of Children  
Who Are Members of Committees On  
The Rights Of The Child by the end of  
December 2022**

**41.209**



## 1.4. CHILD WITH STATISTICS

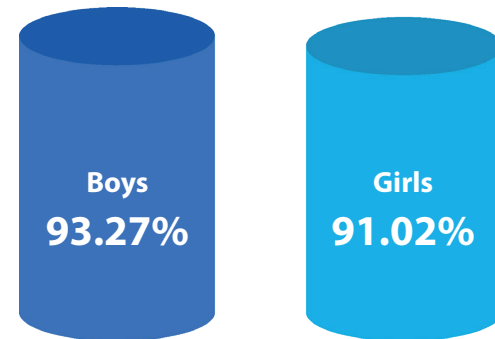


## REPUBLIC OF TÜRKİYE MINISTRY OF FAMILY AND SOCIAL SERVICES

### 2021 - 2022 SCHOOL YEAR Preschool Schooling Ratio of 5 Year Olds

When the formal education statistics of the Ministry of National Education are analyzed, it is seen that the gross schooling rate of the five-year-old age group at the preschool education level was 92.17% in the 2021/2022 academic year. When we look at the distribution of the schooling rate for the age group of five by gender, we see that 91.02% of girls and 93.27% of boys participate in preschool education (Ministry of National Education, 2022).

**92.17%**



As of December 2022, there were 2,098 kindergartens and day care centers and 214 children's clubs opened with the permission of the Ministry of Family and Social Services. 3% of the capacity of kindergarten and day care centers is allocated for free care services. As of December 2022, the number of children benefiting from free care services was 2.744.

2022 Number of children  
benefiting from free care  
services as of December

**2.744**



**2.098**  
Kindergarten and  
Day Care Center

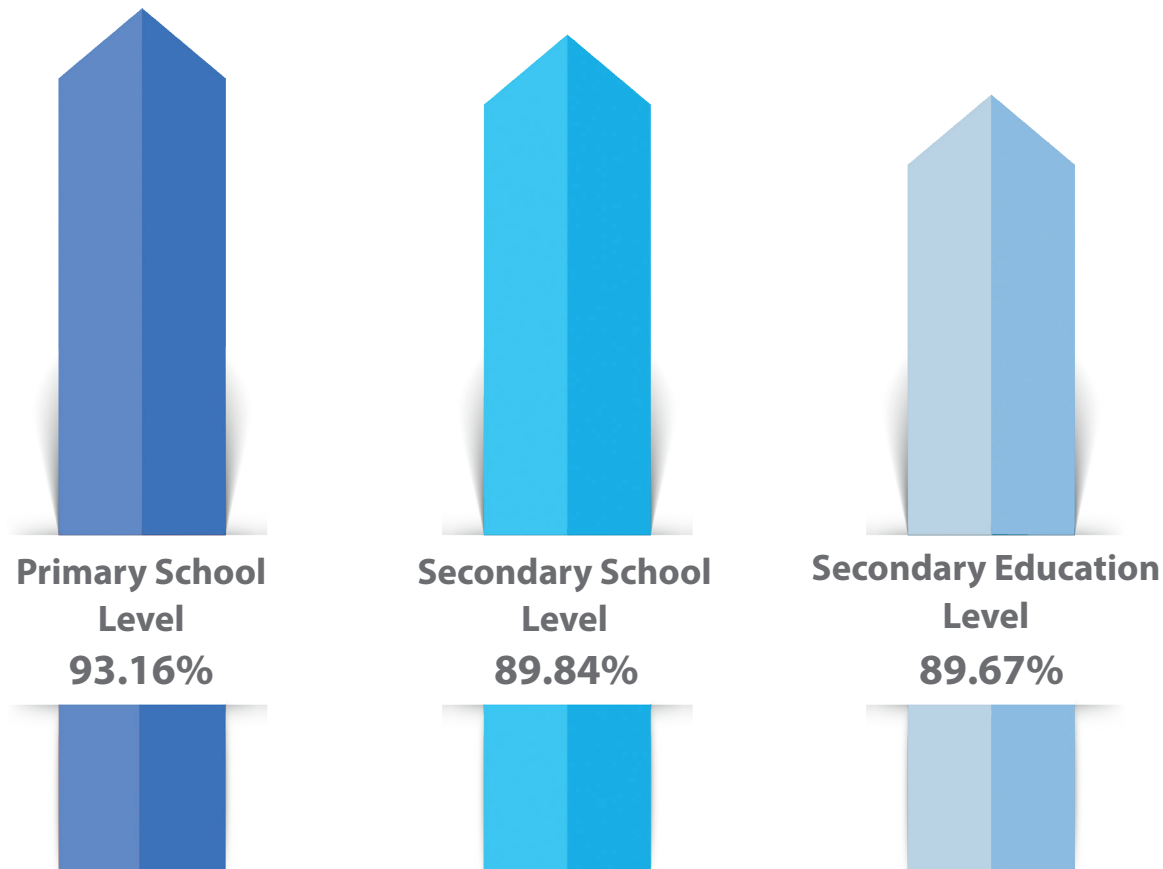


**214**  
Children's Club



In the 2021/2022 academic year, the net schooling rate at the primary school level was 93.16%, the net schooling rate at the secondary school level was 89.84% and the net schooling rate at the secondary education level was 89.67% (MEB, 2022).

**2021/2022 Academic Year**  
**Net Schooling Rate**





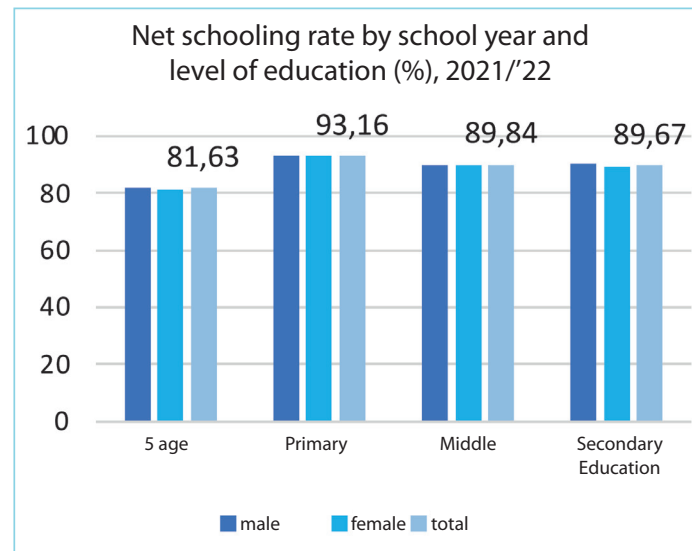
## 1.4. CHILD WITH STATISTICS



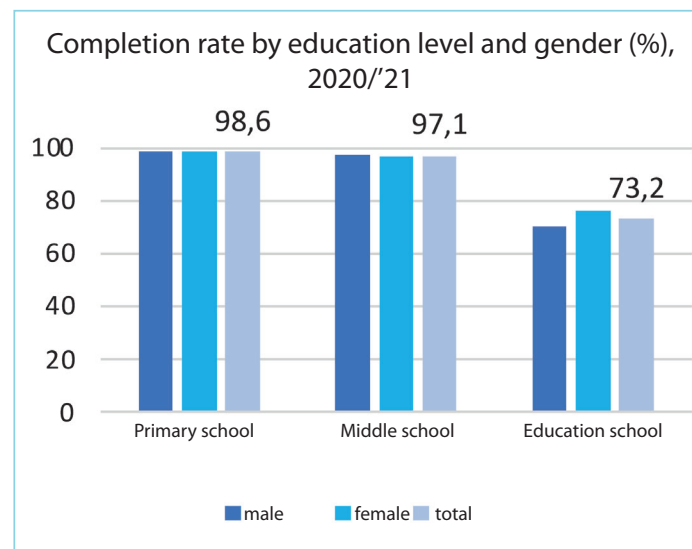
**REPUBLIC OF TÜRKİYE**  
**MINISTRY OF FAMILY AND**  
**SOCIAL SERVICES**

According to the results of the National Education Statistics Database, the completion rates for primary, secondary school and secondary education are 98.6%, 97.1% and 73.2%, respectively (TÜİK, 2021).

### Schooling and school completion rates by education level and gender



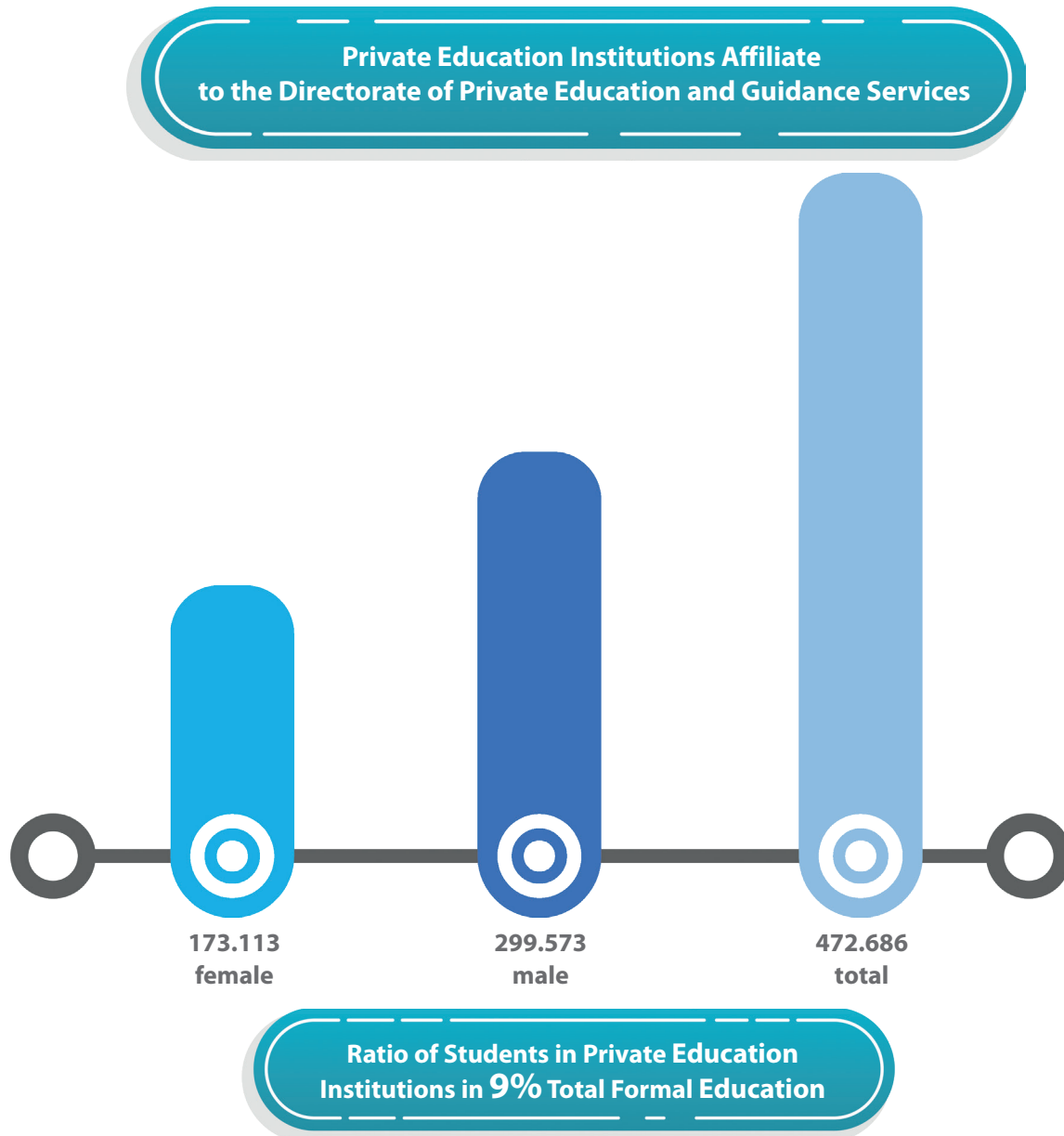
Source: MEB Formal Education Statistics, 2021/2022



Source: TÜİK, 2021 Child with Statistics, (April 2022)



There are 472,686 students (173,113 girls and 299,573 boys) in private education institutions under the General Directorate of Private Education and Guidance Services. The ratio of students in private education institutions to total formal education was 9% (MEB, 2022).





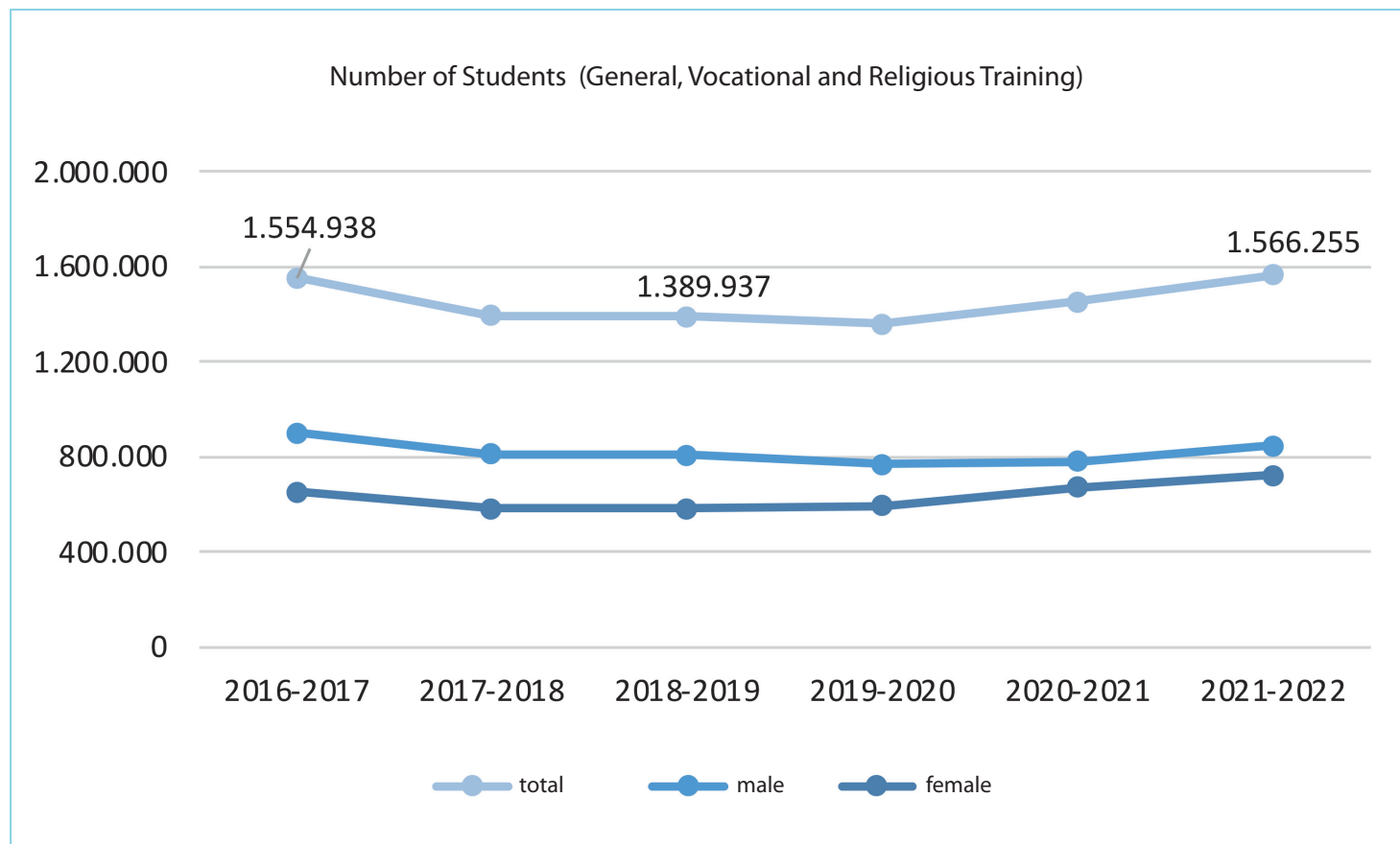
## 1.4. CHILD WITH STATISTICS



**REPUBLIC OF TÜRKİYE**  
**MINISTRY OF FAMILY AND**  
**SOCIAL SERVICES**

In the 2021/2022 academic year, a total of 1,566,255 students (720,281 females and 845,974 males) were enrolled in Open Education High Schools (general, vocational and religious training) (MEB, 2022).

**Number of Students Registered in Open Education High School  
(General, Vocational and Religious Training) by Years**

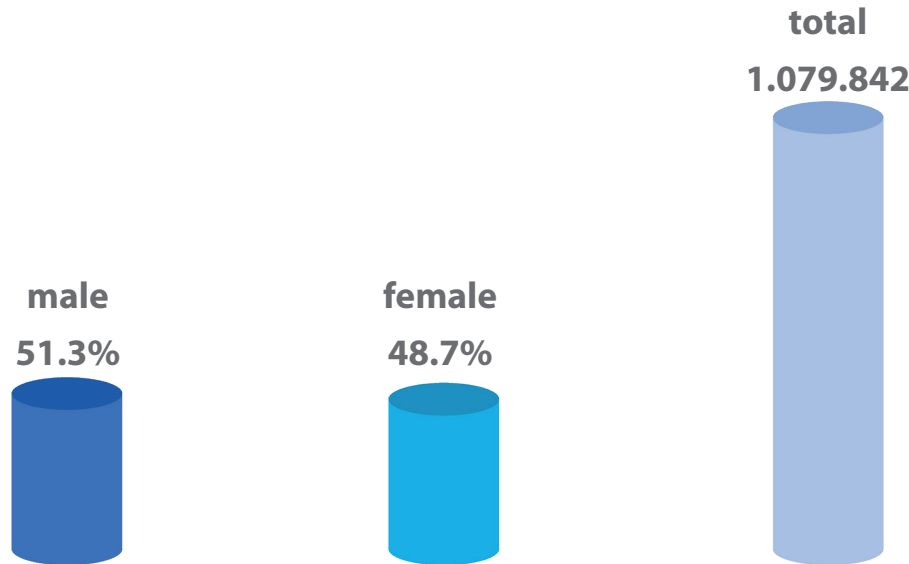






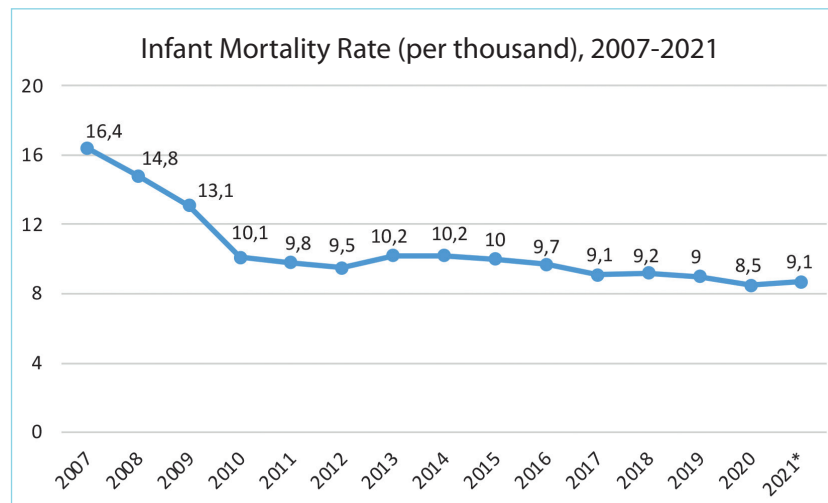
In 2021, the number of live-born babies was 1 million 79 thousand 842. In 2021, 51.3% of live-born babies were boys and 48.7% were girls (TÜİK Birth Statistics, 2022).

### Number of Live Born Babies in 2021



According to the Ministry of Health 2021 Annual Report (2022), infant mortality rate decreased from 16.4 per thousand to 8.5 per thousand between 2007 and 2020.

### Infant Mortality Rate by Years, 2021



Source: Republic of Türkiye Ministry of Health, 2021 Annual Report, (February 2022)



## 1.4. CHILD WITH STATISTICS

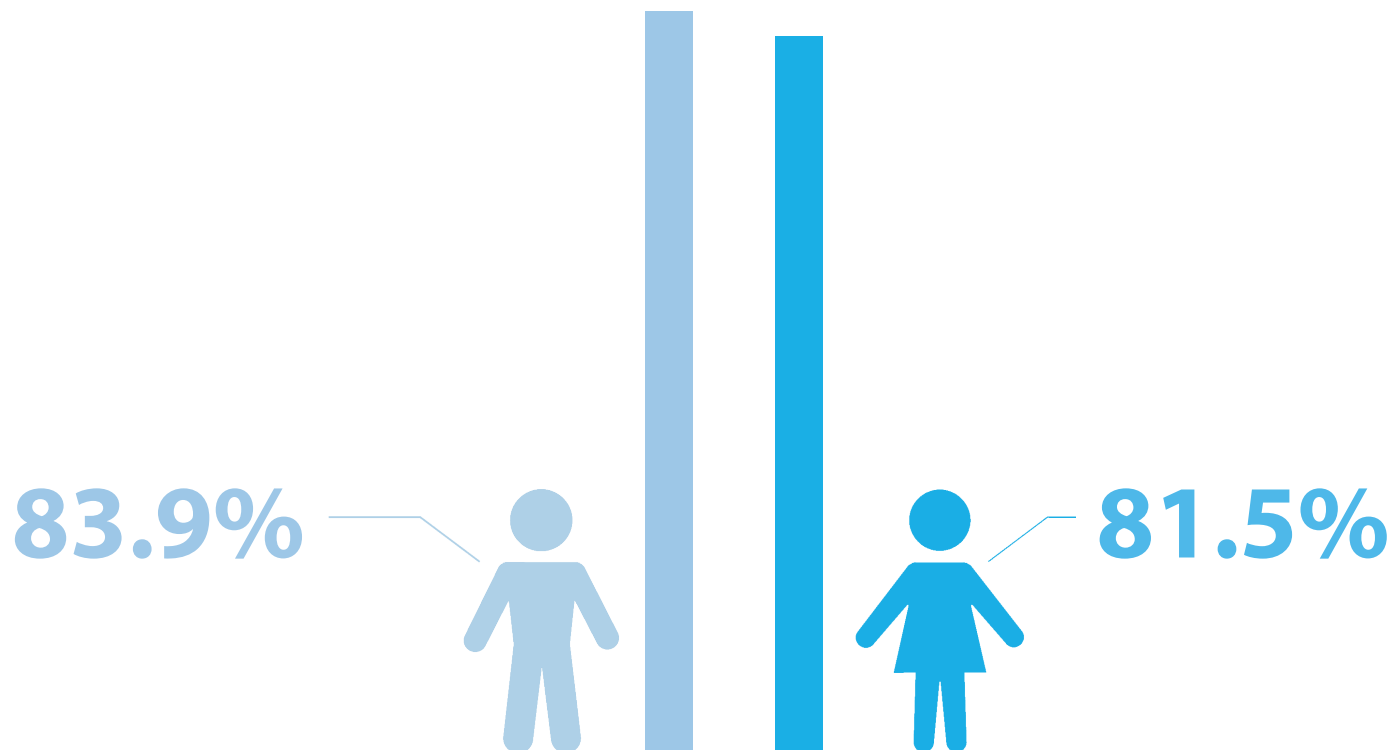


**REPUBLIC OF TÜRKİYE  
MINISTRY OF FAMILY AND  
SOCIAL SERVICES**

When we look at the child statistics of the Household Information Technologies Usage Survey conducted by TÜİK, the internet usage rate of children between the ages of 6-15 was 82.7% in 2021 (Turkish Statistical Institute, 2021).

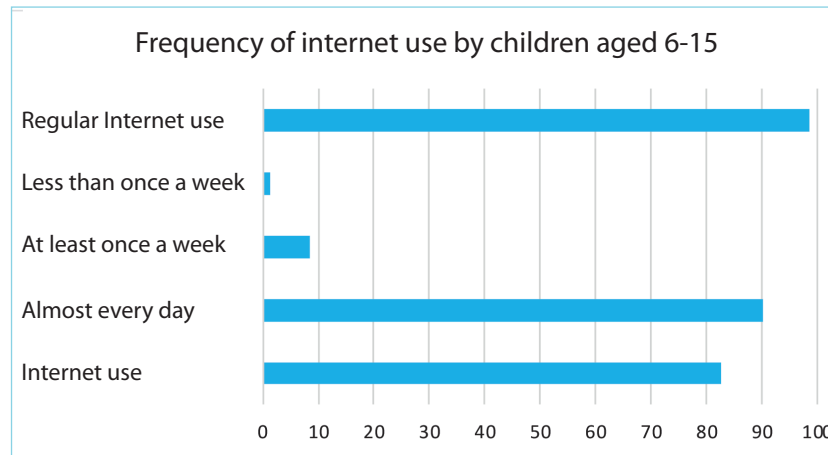
**Internet usage rates of children by gender, 2021 (83.9% boys, 81.5% girls)**

**Internet Usage Rates by Gender, 2021**



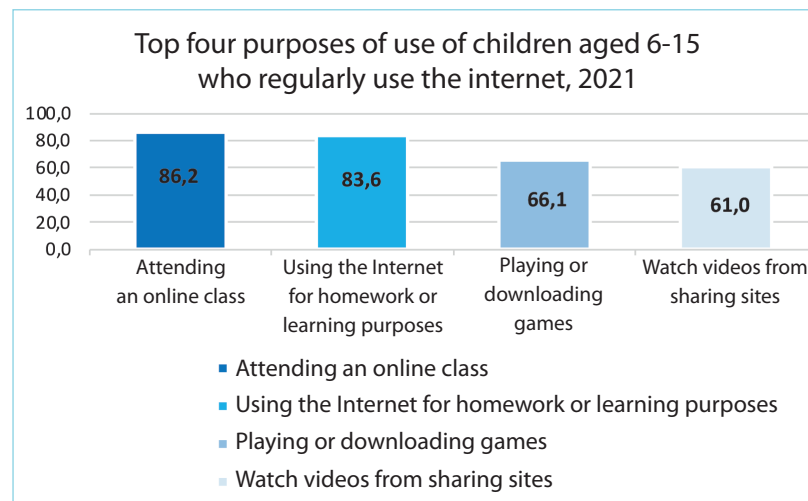


### Frequency of internet use by children aged 6-15, 2021



Source: TÜİK, 2021 Information Technologies Usage Survey among Children, (December 2021)

### Top four purposes of use of children who regularly use the internet (6-15 years), 2021



Source: TÜİK, 2021 Information Technologies Usage Survey among Children, (December 2021)



## 1.4. CHILD WITH STATISTICS



**REPUBLIC OF TÜRKİYE  
MINISTRY OF FAMILY AND  
SOCIAL SERVICES**

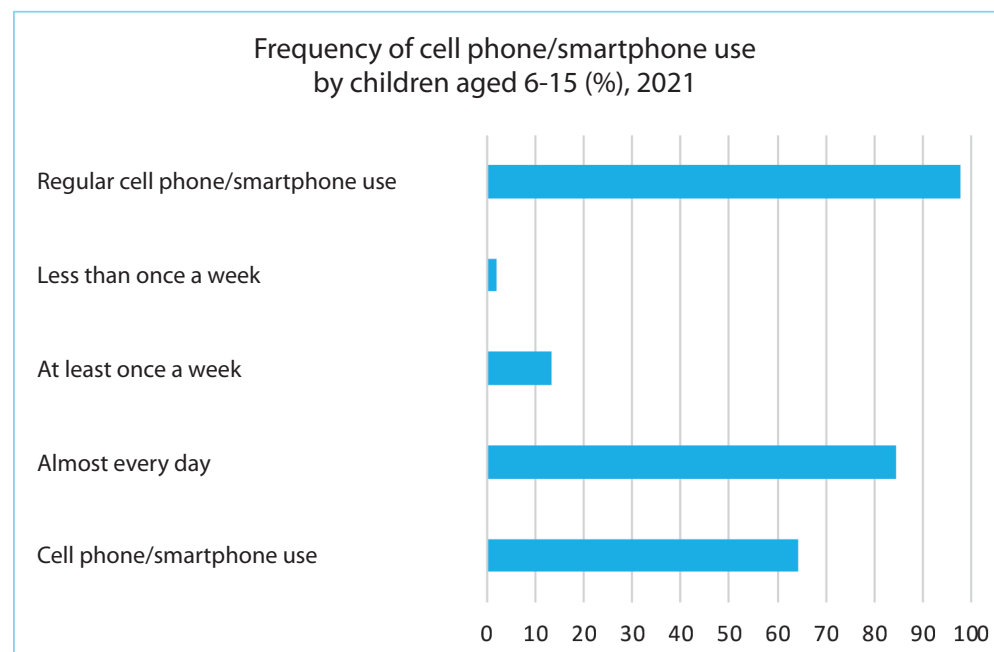
The rate of cell phone/smartphone use among children aged 6-15 in 2021 is 64.4%.

**Mobile phone/smartphone  
usage rates of children  
aged 6-15, 2021**

**64.4%**

When the frequency of cell phone/smartphone use of children was analyzed, it was found that 84.6% of children used cell phones/smartphones almost every day, 13.3% used them at least once a week and 2.1% used them less than once a week (TÜİK, 2021).

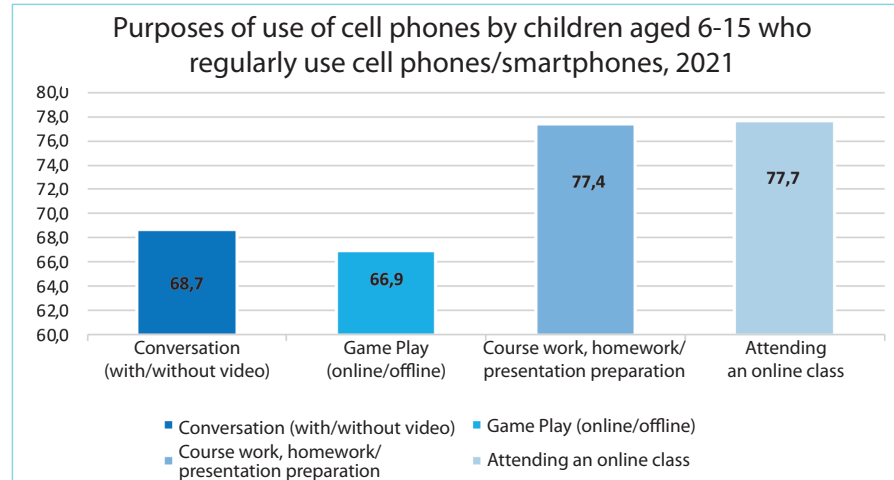
### Frequency of cell phone/smartphone use by children (6-15 years), 2021



Source: TÜİK, Information Technologies Usage Survey among Children, (2021)

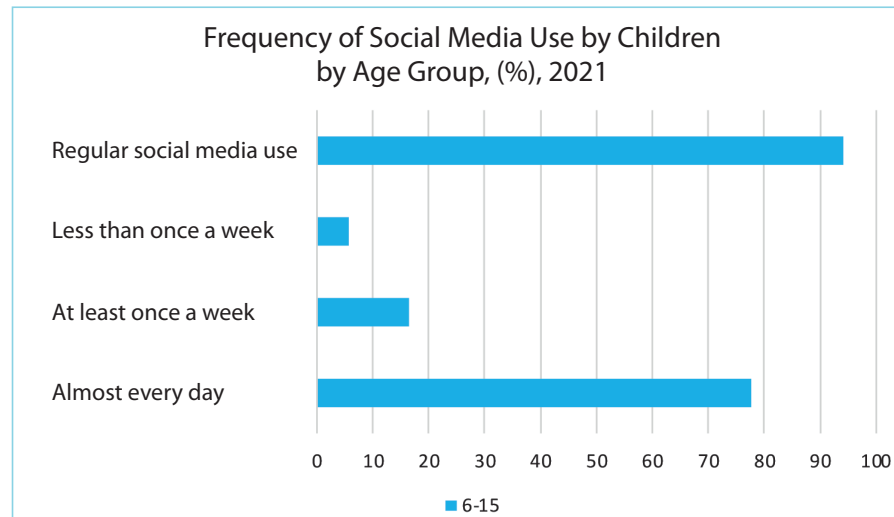


### Top four purposes of mobile phone/smartphone use by children (6-15 years), 2021



Source: TÜİK, 2021 Information Technologies Usage Survey among Children, (December 2021)

### Frequency of social media use by children aged 6-15, 2021



Source: TÜİK, 2021 Information Technologies Usage Survey among Children, (December 2021)



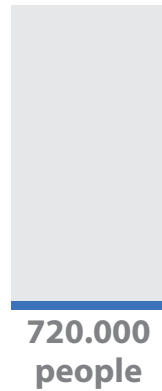
## 1.4. CHILD WITH STATISTICS



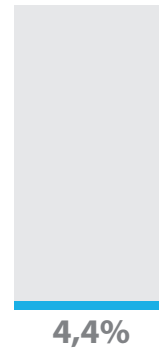
**REPUBLIC OF TÜRKİYE  
MINISTRY OF FAMILY AND  
SOCIAL SERVICES**

The number of children in the 5-17 age group working in an economic activity in Türkiye is 720 thousand. The share of working children in the 5-17 age group among children in the same age group is 4.4% (TÜİK, 2020).

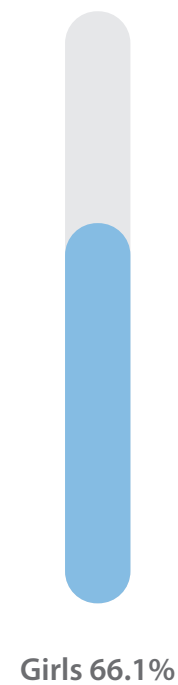
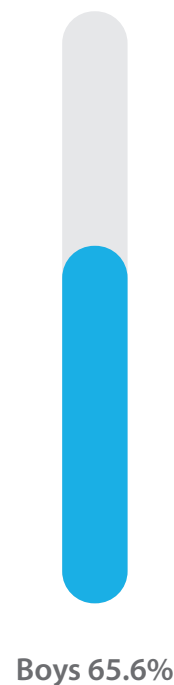
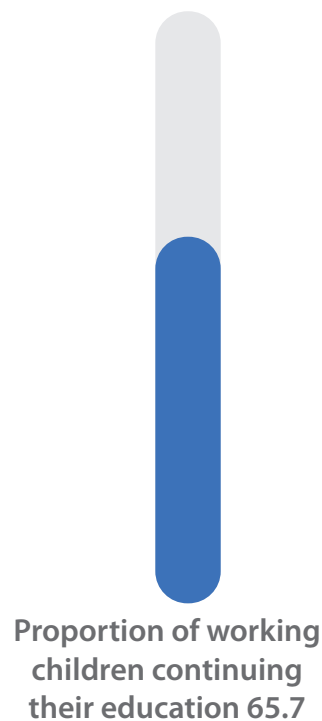
**Number of children in the  
5-17 age group working  
in an economic activity in  
Türkiye**



**Share of working children  
in the 5-17 age group among  
children in the same age group**



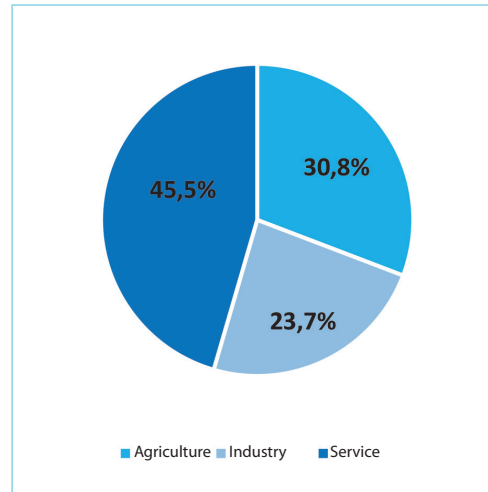
While 65.7% of working children continue their education, this rate is 65.6% for boys and 66.1% for girls (TÜİK, 2020).







Sectors in which Children aged 5-17 are in Employment, 2019



Source: TÜİK Child Labour Force Survey Results, 2019

When analyzed by age group, 64% of working children in the 5-14 age group were in the agricultural sector, while 51% of working children in the 15-17 age group were in the service sector (TÜİK, 2020).

When analyzed by age group;

64% of working children in the  
5-14 age group work in agriculture

64%

51% of working children in the  
15-17 age group work in the service sector

51%



#### 1.4. CHILD WITH STATISTICS



**REPUBLIC OF TÜRKİYE  
MINISTRY OF FAMILY AND  
SOCIAL SERVICES**

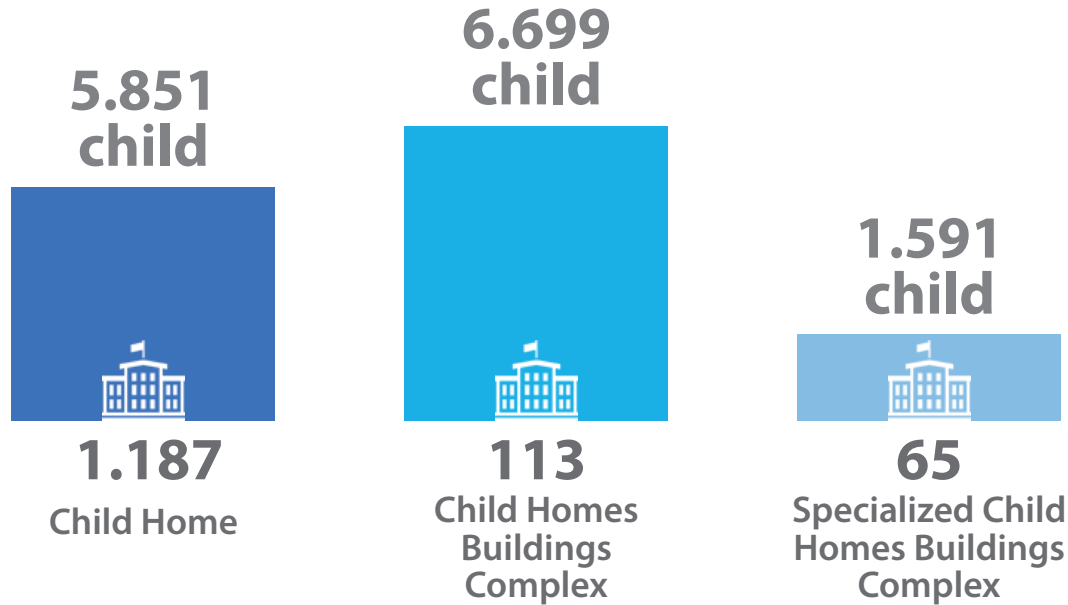
**There were 9.011 children in a total of 7.439 foster parents, who are benefiting from foster care services as at the end of December 2022**

**The number of children supported by their families through social and economic support (SED) services was 157.248 by the end of December 2022.**

**The number of children benefiting from adoption services is 18.860 as of November 2022.**

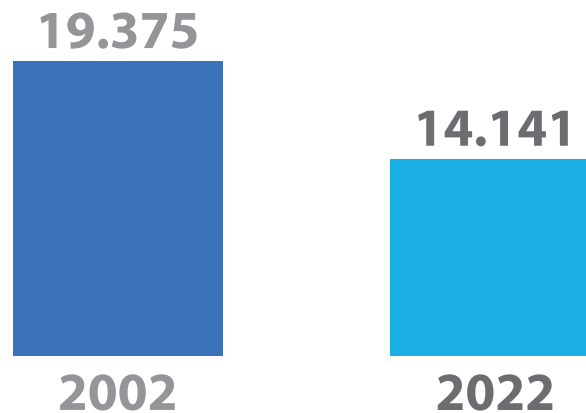


There are 3 institutional models within the scope of the Institutional Care Service and at the end of December 2022; 5,851 children are cared for in 1,187 child homes, 6,699 children are cared for in 113 child homes buildings complex and 1,591 children are cared for in 65 specialized child homes buildings complex.



It is seen that while the number of children under institutional care was 19,375 in 2002, this number decreased by 30.2% to 14,141 children as of the end of December 2022.

**Number of Child Under Institutional Care**





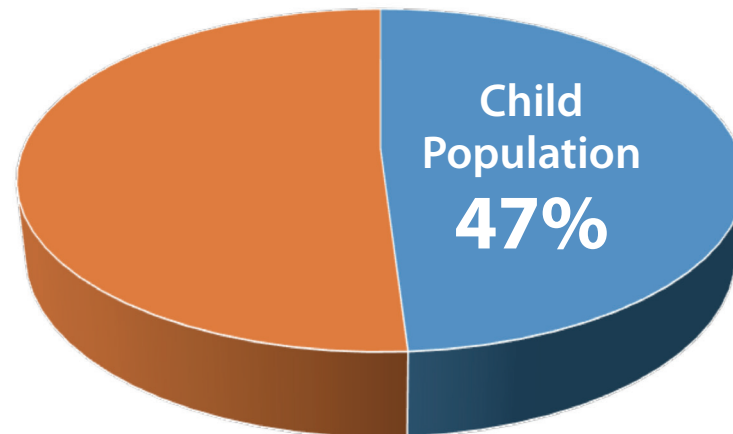
## 1.4. CHILD WITH STATISTICS



**REPUBLIC OF TÜRKİYE  
MINISTRY OF FAMILY AND  
SOCIAL SERVICES**

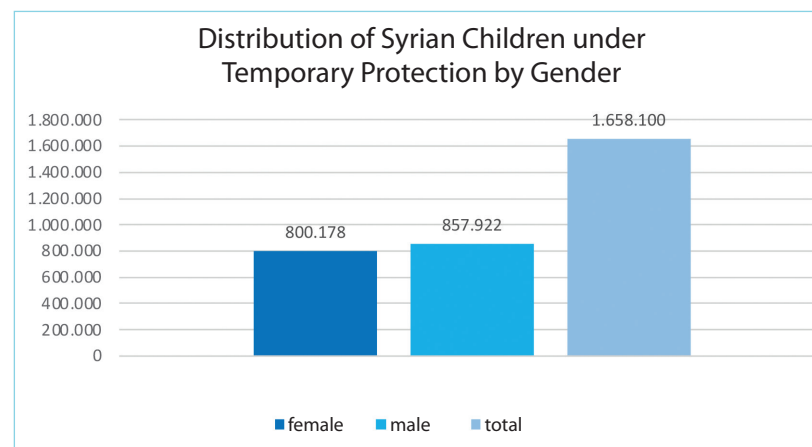
The Syrian population under temporary protection is 3.500.964. Of this number, 47% are children (Presidency of Migration Management, 2023).

**Syrian Population  
Under Temporary  
Protection  
3.500.964**



As of February 2023, the number of Syrian children under temporary protection was 1 million 658 thousand 100, including 800 thousand 178 girls and 857 thousand 922 boys (Presidency of Migration Management, 2023).

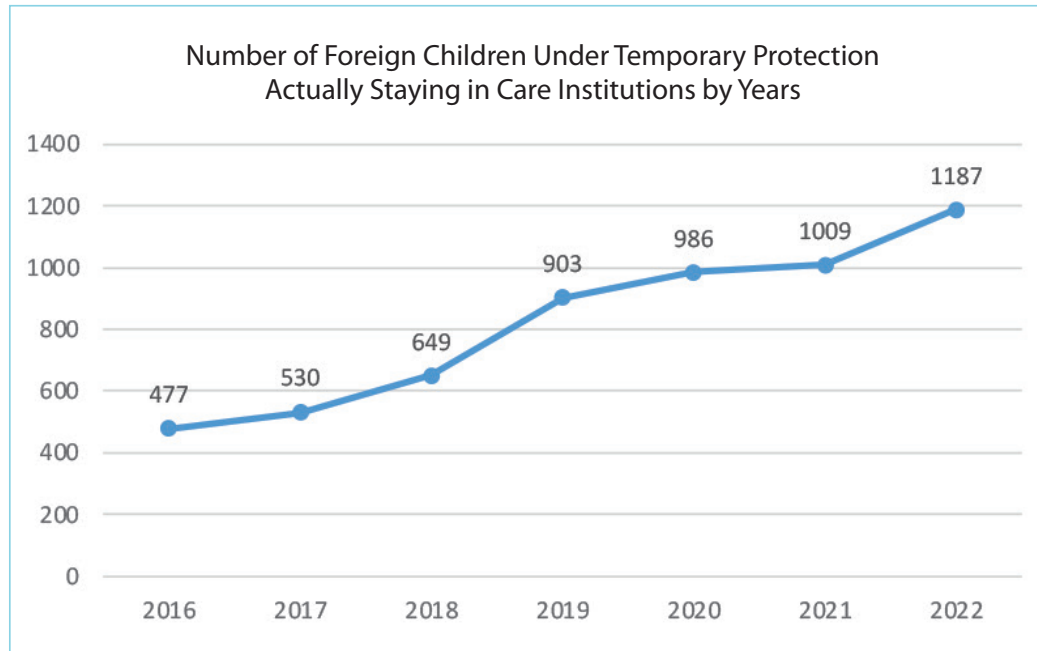
### Distribution of Syrian Children under Temporary Protection by Gender, 2023



Source: Presidency of Migration Management, 2023



**Number of Foreign National Children Under Temporary Protection  
Actually Staying in Care Institutions by Years**



Foreign children under temporary protection who have been separated from their families benefit from institutional care services to ensure their protection and care. The total number of children who have actually stayed or are currently staying in care institutions since 2016 is 5741.



**The total number of children  
who have actually stayed or are  
currently staying in care  
institutions since 2016 is 5741.**



## 1.4. CHILD WITH STATISTICS



REPUBLIC OF TÜRKİYE  
MINISTRY OF FAMILY AND  
SOCIAL SERVICES

Conditional Cash Transfer for Education for Foreigners (YŞEY), which is provided to families with economic difficulties in order for children to have access to basic education, reached 667,325 children by 2022.

Conditional Cash Transfer for Education for Foreigners (YŞEY)

2022

**667.325**  
Child

As of the end of December 2022, 5.923 activities had been organized and 332.075 children had been reached as part of the Social Cohesion Project, which ensures the integration of foreign children into society through Provincial Committee on the Rights of the Child and enables mutual dialogue and exchange of information among children.

As of December 2022, 5.923 events were organized.

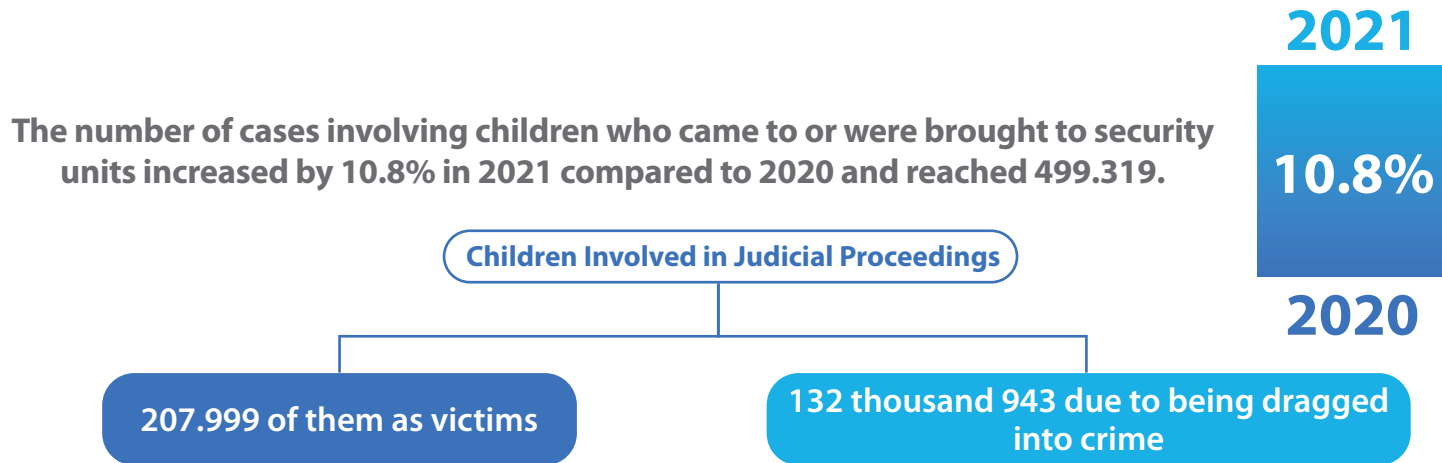
Number of Child Reached

**332.075**





In 2021, the number of incidents involving children who came to or were brought to security units increased by 10.8% compared to 2020 and reached 499 thousand 319. Of the children involved in the judicial process, 207 thousand 999 came as victims and 132 thousand 943 came due to being dragged into crime (TÜİK, 2022).



In order to protect victims from secondary abuse of children, 158 Forensic Interview Rooms (AGO) were established in 151 courthouses in 81 provinces (Ministry of Justice).



Child Monitoring Centers provide services in a child-friendly environment under conditions that allow all judicial and medical procedures to be carried out in a single center at a single time in order to prevent secondary abuse of children. As of 2022, there are 63 Child Monitoring Centers (ÇİM) in 60 provinces (Ministry of Health, 2022).

**As of 2022** there are 63 Child Monitoring Centers (ÇİM) in 60 provinces





**REPUBLIC OF TÜRKİYE  
MINISTRY OF FAMILY AND  
SOCIAL SERVICES**

**2023-2028 TÜRKİYE CHILD RIGHTS  
STRATEGY DOCUMENT AND ACTION PLAN  
PREPARATION PROCESS**



## 1.5. 2023-2028 TÜRKİYE CHILD RIGHTS STRATEGY DOCUMENT AND ACTION PLAN PREPARATION PROCESS



**REPUBLIC OF TÜRKİYE  
MINISTRY OF FAMILY AND  
SOCIAL SERVICES**

Within the framework of the social state approach enshrined in the Constitution, Türkiye takes the necessary legislative and administrative measures to protect all rights of children and ensure their best interests. In order to ensure the healthy development of children by protecting them from all forms of neglect and abuse, the Ministry of Family and Social Services (ASHB) was assigned the task of coordinating the determination of national policies and strategies by Presidential Decree No. 1. In the report prepared by the Parliamentary Investigation Commission established in 2016 to investigate all kinds of abuse against children, especially sexual abuse, and to determine the measures to be taken, the necessity to develop a national child policy was emphasized. In the process of establishing a national children's policy that covers all the components necessary for children to continue their development in a healthy manner within the society they live in, it is of great importance to make arrangements in accordance with scientific data and the conditions of the age.

Under the coordination of ASHB, it is prioritized to create tools that determine the implementation framework at the national level and pave the way for the development of sustainable policies. In this context, the "National Child Rights Strategy Document and Action Plan 2013-2017", the first of which was established in 2013, is an important precedent for a holistic approach to child rights. The 2013-2017 National Child Rights Strategy Document and Action Plan was monitored by the ASHB through 6-month periodic reports prepared by the responsible institutions and organizations. Situation analyses on child rights practices were carried out during the monitoring activities of the 2013-2017 National Child Rights Strategy Document and Action Plan, the meetings of the Child Rights Monitoring and Evaluation Board and the 4th and 5th Periodic Country Reports covering the years 2012-2017. The strengths, areas for improvement and processes identified as a result of these analyses were reflected in the 2023-2028 Türkiye Child Rights Strategy Document and Action Plan.

Türkiye has a significant child population. According to the 2022 statistics of the Turkish Statistical Institute, 26.5% of Türkiye's population is made up of child population (*See Child with Statistics*).<sup>7</sup> On the other hand, approximately two million foreign children live in Türkiye for various reasons. Therefore, the services and policies to be prepared for children should be representative of this child population. The Strategy Document and Action Plan touches upon areas related to children such as training, health, justice services, services for children with special needs, protection of family integrity, child protection system and care services, child labour, migration, disaster, children and media, child participation, early childhood development, reporting and monitoring mechanisms.

<sup>7</sup> Turkish Statistical Institute (2023). Address Based Population Registration System Results 2022. Retrieved from <https://data.tuik.gov.tr/Bulten/Index?p=Adrese-Dayali-Nufus-Kayit-Sistemi-Sonuclari-2022-49685>.



During the preparation process of the 2023-2028 Türkiye Child Rights Strategy Document and Action Plan, the views of children who are representatives of the Provincial Committee on the Rights of the Child and the contents of the Children's Forums organized every year were also reflected in this document in order to develop child rights practices in a way to cover the principles of national and international legislation and to ensure the effective participation of children. At the same time, in the process of preparing the 2023-2028 Türkiye Child Rights Strategy Document and Action Plan, national plans and programs, especially the Presidential Human Rights Action Plan and Development Plans, and the methodology and content of the Council of Europe Strategy for the Rights of the Child 2022-2027 were used to align with the international perspective.

During the preparation process of the Strategy Document and Action Plan, all related parties were consulted in writing on the draft document, and the document revised in line with the feedback received was evaluated at the Türkiye Child Rights Strategy Document and Action Plan Workshop held with the participation of all parties. The opinions of all related parties on the final draft document prepared as a result of the workshop were received again.

Within the framework of the priorities identified in the field of child rights with the current Strategy Document, it is aimed to guide the work to be carried out in the field of child rights in Türkiye between 2023 and 2028, including legislation, policies and services. In this respect, it is of utmost importance that the institutions responsible for each action take into account their duties and responsibilities in the action plan when developing their annual work plans and budgets in order to realize the actions included in the document.







**REPUBLIC OF TÜRKİYE  
MINISTRY OF FAMILY AND  
SOCIAL SERVICES**

**PRIMARY PRIORITY ISSUES AND  
2023-2028 TÜRKİYE CHILD RIGHTS STRATEGY  
DOCUMENT AND ACTION PLAN**





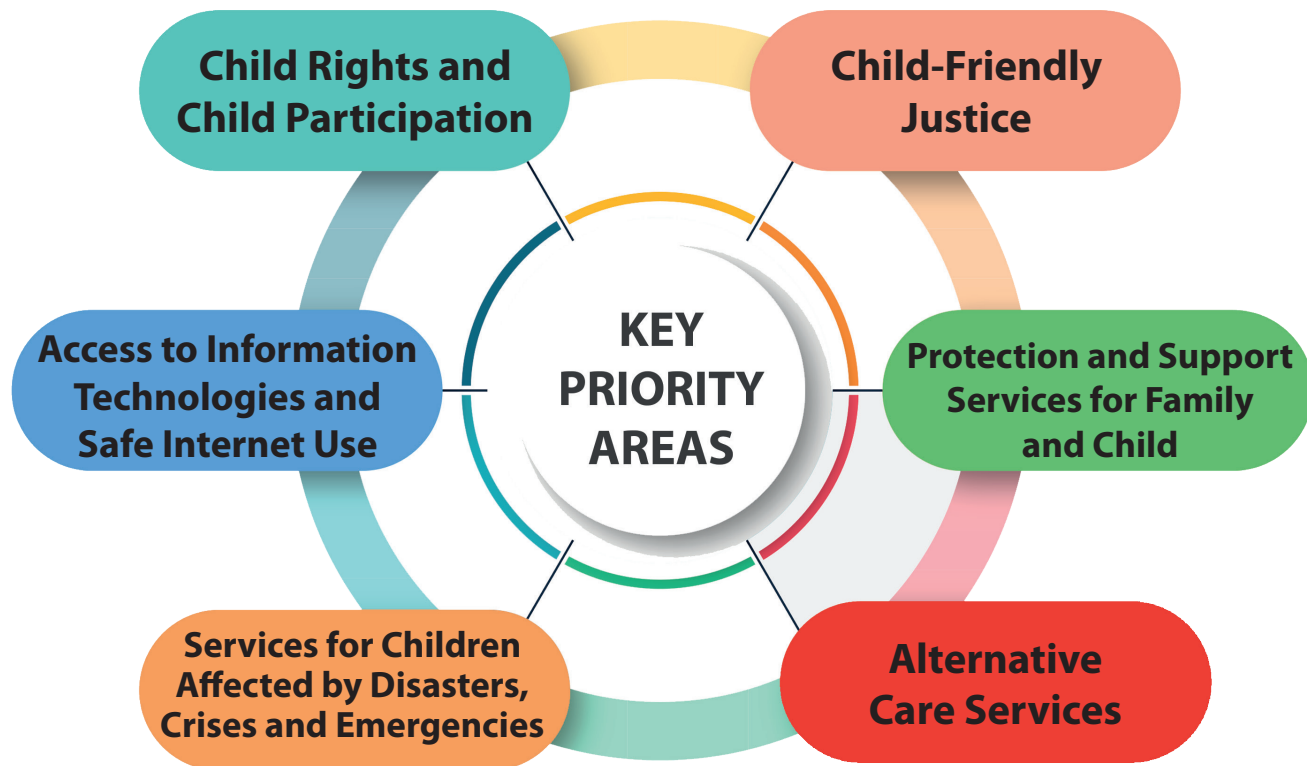
## PRIMARY PRIORITY ISSUES AND 2023-2028 TÜRKİYE CHILD RIGHTS STRATEGY DOCUMENT AND ACTION PLAN



**REPUBLIC OF TÜRKİYE  
MINISTRY OF FAMILY AND  
SOCIAL SERVICES**

Within the framework of the fundamental rights enshrined in international child rights instruments, especially the UN Convention on the Rights of the Child, top policy documents, the results of the National Child Rights Strategy Document and Action Plan 2013-2017, the Human Rights Action Plan, the 11th Development Plan and the strategic objectives/priorities set out in The Council of Europe Strategy for the Rights of the Child 2022-2027, the main areas in the current strategy document were identified.

The justifications for each activity created in line with the strategic objectives are given under the related heading, and the institutions responsible for the activity, the institutions related to the realization of the activity, the duration determined for the activity and the performance indicators are presented in tables.





**REPUBLIC OF TÜRKİYE**  
**MINISTRY OF FAMILY AND**  
**SOCIAL SERVICES**

**CHILD RIGHTS AND**  
**CHILD PARTICIPATION**





In the process of realizing child rights, children's views must be taken into account and their participation in the decisions to be taken about them must be taken into consideration. In order for children to express their views, appropriate conditions and accessible environments are needed.

Considering that children will shape the future, it is very important for countries that they live in prosperity. Considering that children spend the most time in the family environment, the education received in the family significantly affects the future of the child. Families also need to be supported from time to time with family education programs on child development and education in changing social and cultural conditions. Family education programs provide families with both parenting skills and knowledge about child care and education. In this framework, it is important that all institutions and organizations providing services to children implement child-focused family education programs in their work.

In our civilization, it is not possible to evaluate children, who are regarded as the guarantee of the future, independently from the conditions of the family they grow up in and the society they live in. Countries where child rights are protected and their well-being is taken into consideration ensure not only the welfare of the child but also the welfare of the society. Every child should be encouraged to participate in the family and society in accordance with their age and developmental level, and their views should be valued in order to build the future with and for children.

When the strategic plans of ministries and related public institutions in Türkiye, which are considered as top policy documents, are evaluated, it is seen that it is necessary to develop strategies related to child rights, consultation of children and child participation. In this context, it is important that public institutions and organizations, which are directly or indirectly decision-makers and implementers regarding children, include activities in which children will take part in decision-making mechanisms. At the same time, it is considered that the activities to be carried out by institutions and organizations for children will contribute to the development of a child rights culture by raising awareness and consciousness on child rights.

In order to disseminate the culture of child rights, there is a need for implementation, support and research to increase the awareness of the field of child rights. In this context, higher education institutions also have important duties. It is thought that the six Research and Application Centers, five of which have recently been opened within universities and one hospital, and the expansion of these centers will contribute to the studies to be carried out in the field of child rights.<sup>8</sup>

<sup>8</sup> Inter-Sectoral Children's Board. "Research and Application Centers". (Access Date: 04.04.2023).  
<http://www.sck.gov.tr/arastirma-ve-uygulama-merkezleri>



## 2.1. CHILD RIGHTS AND CHILD PARTICIPATION



**REPUBLIC OF TÜRKİYE  
MINISTRY OF FAMILY AND  
SOCIAL SERVICES**

Although the central government is predominantly responsible for children's policies in Türkiye, municipalities also have responsibilities in activities related to child rights. Municipality Law No. 5393 and Metropolitan Municipality Law No. 5216 include some regulations related to children. One of the most important activities in this field is children's assemblies. This work can be seen as an important step for children to contribute to urban management based on a management approach and sustainable development, and to take an active role in the management of a quality and livable city. It is also important for municipalities to make child-specific arrangements in urban planning. Issues such as children's right to play, increasing child-friendly spaces and promoting a culture of child rights are other issues that should not be ignored by municipalities.

Youth Centers within municipalities continue their activities with the aim of protecting the physical and mental health of all young people who are members, supporting their socio-cultural development, contributing to their education in line with their areas of interest and helping them gain skills. In this framework, it is considered that the development and strengthening of Youth Centers with activities aimed at creating a culture of child rights in children and areas where children can benefit from various activities where they can spend quality time individually and, when necessary, with their parents, will contribute to raising awareness on child rights in the wider society. In this context, it is considered that the efforts of the Union of Municipalities of Türkiye to ensure that children take part in decision-making mechanisms on issues that concern them will carry the process forward.

Public awareness-raising efforts are needed to increase public awareness of child rights and to ensure that children can effectively use rights-seeking mechanisms. The Human Rights and Equality Institution of Türkiye (TİHEK),<sup>9</sup> which was established to protect and promote human rights and prevent discrimination, is considered to be an effective mechanism for strengthening remedies.

The "Zero Waste Project" launched in our country in 2017 with the aim of raising environmental awareness among children, raising more sensitive generations, preventing waste and using resources more efficiently has also been an important indicator of children's active participation in all matters that concern them. On the other hand, the International Children's Forum, which was organized in 2022 with the theme of "Climate Change and Child Participation" with the participation of children from 16 countries, is one of the most important international indicators of child participation. It is thought that ensuring child participation in the work of public institutions and organizations, and children leading the work in activities related to climate change and sustainability will contribute to the formation of a generation that builds their own future.

<sup>9</sup> *Human Rights and Equality Institution of Türkiye Law (TİHEKK), Official Gazette 29690 (20.04.2016), Law No. 6701, Art. 1/1.*





In addition, it is important for relevant institutions to observe child rights in terms of children's visibility in the media, to determine child-friendly broadcasting principles and to seek children's opinions on the production of child-friendly content.

Since children are the most vulnerable segment of society, it is essential that child rights are taken as a guide in the development of policies for children and in the professional work of professionals working in the field of child. In this framework, it is necessary to strengthen the professional skills of professionals working with child and to increase their sensitivity regarding child participation.

The concept of children and child rights is directly affected by the unique sociocultural and economic structure of each society. Türkiye has a deep-rooted tradition in the protection of children and child rights. When we look at today's policies and practices, there are country-wide and diversified efforts to protect and promote the rights of the child in line with international documents. In particular, activities such as the Provincial Committee on the Rights of the Child, the Child Advisory Board, the Children's Forum, and the Child Rights Sub-Commission of the Grand National Assembly of Türkiye stand out as examples of original and good practice.<sup>10</sup> (*See Child with Statistics*).

Increasing the awareness of child rights in all segments of the society will enable children to express their views on issues that concern them, and the dissemination of child participation will lead to the formation of a culture of child rights and the transfer of this culture to future generations.

<sup>10</sup> Ministry of Family and Social Services (2021). *Child Rights and Turkish Practice (April 23rd National Sovereignty and Children's Day Special Publication)*. Child Policies Series (2) :1-27.



## 2.1. CHILD RIGHTS AND CHILD PARTICIPATION



REPUBLIC OF TÜRKİYE  
MINISTRY OF FAMILY AND  
SOCIAL SERVICES

### ACTION PLAN

#### Strategic Aim 2.1. Child Rights and Child Participation

#### Strategic Objective 2.1.1. Developing a culture of child rights in every environment

Activities	Responsible Institution	Related Institution/ Organization	Time	Performance Indicator
Organizing activities on platforms such as municipal child assemblies in line with the theme of Children's Forums	MEB GSB Municipalities	ASHB	Permanent	Number of activities
Expanding the areas where children can also benefit from the Youth Centers within the municipalities	Municipalities		Permanent	Number of areas created in Youth Centers
Creating an environment for the dissemination of child rights culture in Youth Centers affiliated to the Ministry of Youth and Sports	GSB		Permanent	Number of areas created in Youth Centers





**Strategic Objective 2.1.2. Strengthening decision-making mechanisms for child in institutions**

Activities	Responsible Institution	Related Institution/ Organization	Time	Performance Indicator
Establishing mechanisms to ensure children's participation in the decision-making process in the institutions where they receive services and in matters that concern them	ASHB	All Public Institutions and Organizations Municipalities Universities STK	Permanent	Number of institutions establishing mechanisms to ensure child participation Number of decision-making mechanisms established to include the views of children Number of decisions on which children expressed their views Number of children participated
Strengthening mechanisms in schools that bring together parents, teachers, school administration and students so that children can play an active role in decision-making	MEB		Permanent	Number of studies conducted after child interviews Number of children participated
Increasing the participation of children with special needs in decision-making mechanisms	ASHB	All Public Institutions and Organizations Media Organizations	Permanent	Number of children with special needs participating in decision-making mechanisms Number of activities carried out



## 2.1. CHILD RIGHTS AND CHILD PARTICIPATION



**REPUBLIC OF TÜRKİYE**  
**MINISTRY OF FAMILY AND**  
**SOCIAL SERVICES**

### Strategic Objective 2.1.2. Strengthening decision-making mechanisms for child in institutions

Activities	Responsible Institution	Related Institution/ Organization	Time	Performance Indicator
Ensuring the participation of children athletes in the Boards of Sports Federations	GSB	MEB ASHB	2025	Number of child participants in board meetings
Ensuring that children athletes take an active role and representation in Committee on the Rights of the Child	ASHB	GSB MEB	2025	Number of children athletes who are members of Provincial Committee on the Rights of the Child
Expanding Child Councils across the country	Union of Municipalities of Türkiye		Permanent	Number of Child Councils
Encouraging children in Child Councils to become members of Provincial Committee on the Rights of the Child	ASHB	Union of Municipalities of Türkiye	Permanent	Number of child members



**Strategic Objective 2.1.2. Strengthening decision-making mechanisms for child in institutions**

Activities	Responsible Institution	Related Institution/ Organization	Time	Performance Indicator
Follow-up of activities with child participation	ASHB	All Public Institutions and Organizations Municipalities Media Organizations	Permanent	Number of units reporting activities
Developing a model of preparedness for climate change, crisis and emergencies and giving children a role in its implementation	AFAD	ASHB ÇŞİDB MEB Turkish Red Crescent STK	2024	Number of child assigned a role in the model created
Establishing an international child participation platform on climate change, Zero Waste and efficient use of resources	ÇŞİDB	ASHB DB International Organizations	2025	Platform created



## 2.1. CHILD RIGHTS AND CHILD PARTICIPATION



REPUBLIC OF TÜRKİYE  
MINISTRY OF FAMILY AND  
SOCIAL SERVICES

### Strategic Objective 2.1.3. Conducting awareness-raising activities to ensure that child rights and child participation are known by the society

Activities	Responsible Institution	Related Institution/ Organization	Time	Performance Indicator
Increasing awareness and consciousness-raising on the dissemination ASHB of child rights culture in the society	ASHB	All Public Institutions and Organizations KDK STK Universities Media Organizations	Permanent	Number of materials distributed published Number of activities organized
Raising public awareness on the involvement of children in decision-making processes (education, health, justice, etc.)	All Public Institutions and Organizations	Media Organizations	Permanent	Number of awareness raising activities Number of materials distributed or published
Organizing debates within schools to increase awareness of child rights and strengthen child participation	MEB	ASHB	Permanent	Number of debates organized



**Strategic Objective 2.1.3. Conducting awareness-raising activities to ensure that child rights and child participation are known by the society**

Activities	Responsible Institution	Related Institution/ Organization	Time	Performance Indicator
Carrying out activities to increase the awareness of children's right to legal remedies	TİHEK	KDK ASHB AB MEB	Permanent	Number of trainings organized Number of guidance documents created
Adding a module on "child participation" to the Family Education Program	ASHB		2024	Number of modules created/added
Including themes that raise awareness on child rights in child-friendly areas and making these areas accessible	Municipalities	ASHB	2025	Number of child-friendly areas organized





**REPUBLIC OF TÜRKİYE**  
**MINISTRY OF FAMILY AND**  
**SOCIAL SERVICES**

**CHILD-FRIENDLY JUSTICE**







Every individual is born with certain rights and responsibilities. Civilized societies, which place human rights at the center, pay particular attention to the rights of children who need protection by nature. It is among the duties of every civilized society to determine the position of the child, who is an important part of society, within the family and society through legal rules. In this context, in Türkiye, regulations on the rights and protection of children have been secured by law.<sup>11</sup>

The juvenile justice system, which is a part of the child protection system, is a set of approaches, legislation and services specific to the situation of the child involved in the judicial system. The purpose of the juvenile justice system is to ensure that children who enter the justice system are subjected to child-specific proceedings, their best interests are respected and protected, and that they emerge from the corrosive processes of the justice mechanism without being harmed.

In this framework, it is important to protect the rights of all children in the juvenile justice system (victims, children dragged into crime, witnesses, children whose parents are in prison, etc.) within the framework of the principle of effective implementation of laws, especially the Child Protection Law, realization of the right to a fair trial, prevention of secondary victimization of children, and deprivation of liberty as a last option.

Children can be involved in the justice system both directly and indirectly. Developing and strengthening preventive mechanisms for children who are involved in the process as a result of the actions of their parents or relatives (children whose parents are divorced, children whose parents are in prison) to prevent them from being harmed by the effects of the adult justice system is also important for protecting child rights and preventing secondary victimization.

Ensuring effective coordination and cooperation between sectors in the juvenile justice system and including child-friendly areas is an important requirement for the full realization of the rights of children involved in justice processes.

On the other hand, the coordination of institutions in the services provided to children is a necessity for an effective child protection policy. There are many laws and regulations on children in Türkiye. This situation may lead to different interpretations in services provided to children and create difficulties in accessing information in a timely manner. For this reason, it is considered that gathering the legislation on children in a single source and making it accessible in line with the best interests of the child will provide a holistic perspective in practice.

<sup>11</sup> Karataş, Z. & Mavili, A. (2019). Problems encountered in practices for children dragged into crime in the juvenile justice system. *Journal of Social Policy Studies*, 19 (45): 67-71.



## 2.2. CHILD-FRIENDLY JUSTICE



**REPUBLIC OF TÜRKİYE  
MINISTRY OF FAMILY AND  
SOCIAL SERVICES**

The main mission is to develop policies that will ensure fair, fast and effective delivery of justice services in our country based on the rule of law, independence and impartiality of the judiciary and human rights.

Accordingly, the justice system for children has adopted a holistic understanding of justice that focuses on the child, restorative, educative, rehabilitative, responsible, encouraging social participation and negotiation.

In line with this mission and understanding, important rights advocacy mechanisms have been established at all stages from the moment the child encounters the justice system, structures have been established and practices have been implemented to ensure the effective and efficient continuation of justice processes. The most important of these practices are the establishment of children's branches in security units, taking the child's statement at once with different support tools (experts, technical tools, etc.), forensic interview room, child monitoring centers, judicial support and victim services units, establishment of child delivery centers, fulfillment of delivery and personal relationship decisions through experts on duty, and establishment of reconciliation mechanisms.

In 2021, the number of incidents involving children who came to or were brought to security units increased by 10.8% compared to 2020 and reached 499,319. Of the children involved in the judicial process, 207,999 came as victims and 132,943 came due to being dragged into crime (*See Child with Statistics*).<sup>12</sup> According to the data of the Ministry of Justice for 2021; approximately 95,755 children were processed in court. The average duration of the trial of children referred to court was 286 days for juvenile criminal cases and 315 days for juvenile serious criminal cases.<sup>13</sup> As can be seen from these statistics, it is important to always consider the field of child-friendly justice as a policy priority and to develop policies for its continuous improvement. In this context, when we look at the number of transactions carried out on a yearly basis, another important issue is to improve the quality and quantity of the staff serving in the children's branches of the security units and making the first contact with the child.

According to the UN Convention on the Rights of the Child, acting in accordance with the principle of the best interests of the child, protecting all rights of children, including their right to a fair trial, ensuring their safety, and supporting their physical and mental health are among the issues that should be prioritized in their encounters with the justice system with a restorative justice approach.

<sup>12</sup> Turkish Statistical Institute (2022). *Security Unit Gelen or Bringirilen Çocuk İstatistikleri 2021*. Retrieved from <https://data.tuik.gov.tr/Bulten/Index?p=Guvencilik-Birimine-Gelen-or-Getirilen-Cocuk-Istatistikleri-2021-45586>.

<sup>13</sup> Ministry of Justice (2022). *Judicial Statistics 2021*. Retrieved from <https://adlisicil.adalet.gov.tr/Home/SayfaDetay/adl-istatistikler-yayin-arsivi>.



In this framework, along with the improvement of the juvenile justice system, it is necessary to make a concerted effort to ensure that all children are provided with the minimum conditions that will prevent them from being dragged into crime and becoming victims of crime.

The general functioning of the juvenile justice system in our country is carried out in line with the provisions of the Child Protection Law No. 5395, which entered into force approximately 18 years ago. In line with the structure of the juvenile justice system, which is open to continuous development in accordance with international principles and by considering the best interests of the child, it is important to continuously evaluate and improve the legislation, institutional structures, practices and concepts and to strengthen the professional knowledge, skills and capacities of the employees in the system.

In order to prevent secondary victimization in judicial processes, special attention should be paid to children in need of access to justice and the victimized child entering the justice system should be prevented from being in the same environment with the suspect/perpetrator/defendant/child dragged into crime.

There is a need to expand Child Monitoring Centers (ÇİM) established to minimize the secondary abuse of children, forensic interview rooms (AGO) where the statements and declarations of children involved in the judicial process as victims, witnesses and persons dragged into crime are taken, and child surrender centers that carry out the procedures of handing over children or establishing a personal relationship with children (*See Child with Statistics*). It is important to improve the child-friendly physical facilities of all these centers, including courtrooms and prisons, taking into account the needs of children with special needs, in order for children to benefit equally from the justice system that is unique to them.

A new model called “Juvenile Justice Center” (CJC) was developed in order to ensure holistic service provision in the field of juvenile justice and child protection in accordance with the best interest of the child and to carry out all judicial proceedings against children by applying child-friendly procedures. In this context, it is considered that it would be beneficial to conduct an impact analysis of this study and disseminate it throughout the country.

In the multidimensional juvenile justice system, divorce is another important issue that causes serious changes in children’s lives and requires attention. Since the divorce decision is an assessment made by adults, children are the most affected by the process during and after the divorce. It is considered that institutions such as family mediation should be included in the process in order to prevent the abuse of children during the divorce process and for children to overcome this period with the least damage.



## 2.2. CHILD-FRIENDLY JUSTICE



**REPUBLIC OF TÜRKİYE  
MINISTRY OF FAMILY AND  
SOCIAL SERVICES**

In addition, supporting the multidimensional development of children who stay with their mothers in penal institutions, increasing the parenting skills of convicted and detained mothers and enabling them to benefit from opportunities such as nurseries and kindergartens where children can spend time with their peers, changing the social environment of children and being together with their peers will prevent children from being negatively affected by the process. It is also important to develop child-friendly areas for children visiting their relatives in prisons and detention centers.

It is important in terms of child rights that children in pre-trial detention and convicted children are informed about their rights, their legal demands and the authorities to which they can submit these demands through appropriate methods.

Probation is an important approach in our country in the context of removing children who have been dragged into crime from the criminal environment by taking into account the basic principles under child protection, protecting them, preventing them from re-offending by ensuring their rehabilitation in the society and strengthening the factors that ensure their reintegration into society. In this framework, it is important to ensure that probation directorates work regularly and efficiently within the framework of general objectives and policies in services for children dragged into crime and to continuously improve policies and services related to probation services.

On the other hand, it should be taken into consideration that the time of children who have been dragged into crime in prison should be planned in a way that the child can spend his/her time efficiently with programs focused on skill development.

One of the most important elements in the juvenile justice system is the qualitative and quantitative structure of human resources. It is important to equip the human resources involved in the juvenile justice system with the necessary knowledge and skills and to improve their professional capacities with the coordination and cooperation of all stakeholders by providing sufficient number of employment opportunities. In this framework, it is considered that it would be beneficial to include child and adolescent psychology and juvenile law courses as compulsory courses in the curricula of relevant educational institutions (universities, police/gendarmerie and coast guard academy and police schools etc.) and to organize periodic in-service trainings.



**Strategic Aim 2.2. Child-Friendly Justice**

**Strategic Objective 2.2.1. Reviewing and strengthening legislation in the field of Child Protection**

Activities	Responsible Institution	Related Institution/ Organization	Time	Performance Indicator
Ensuring that legislation on children is gathered in one source and made accessible	AB	ASHB MEB SB İB	2024	Created Document/Resource
Conducting impact analysis of the implementations under the Child Protection Law No. 5395 and making necessary revisions to the law in line with the analysis	AB	ASHB MEB SB ÇSGB Municipalities TBB	2027	Analysis Report/Legislative arrangement
Strengthening legislation to protect children from all forms of abuse	AB	ASHB MEB SB	2027	Legislative arrangement



## 2.2. CHILD-FRIENDLY JUSTICE



REPUBLIC OF TÜRKİYE  
MINISTRY OF FAMILY AND  
SOCIAL SERVICES

### Strategic Objective 2.2.1. Reviewing and strengthening legislation in the field of Child Protection

Activities	Responsible Institution	Related Institution/ Organization	Time	Performance Indicator
Working on the use of the definition of “child allegedly dragged into crime” instead of “child dragged into crime” in the process of child trial	AB	TBB	2026	Legislative arrangement
Carrying out activities to ensure that the victimized child is not kept in the same environment with the suspect/perpetrator/ accused/child dragged into crime in judicial processes	İB AB	ASHB SB TBB	2025	Number of legislative amendments realized
Establishing a family mediation institution to prevent the abuse of children during the divorce process	AB		2025	Legislative arrangement
Conducting studies to make child-specific decisions in disciplinary penalties and arbitration decisions for child athletes	GSB	AB SB	Permanent	Legislative arrangement





**Strategic Objective 2.2.2. Strengthening the compensatory and restorative justice system**

Activities	Responsible Institution	Related Institution/ Organization	Time	Performance Indicator
Arranging the courtrooms in juvenile courts in a child-friendly manner	AB TBB	SB ASHB	2026	Number of courtrooms designed to be child-friendly
Expanding ÇAMs across the country based on impact analysis	AB	ASHB İB	2028	Number of ÇAMs disseminated
Arranging the technical and physical structure of police units in accordance with the accessibility of children with special needs	İB	ASHB	2024	Number of police units organized
Including a compulsory course on forensic psychology/ psychology of law in the undergraduate education programs of social workers	YÖK	AB Universities	Permanent	Number of programs adding courses





## 2.2. CHILD-FRIENDLY JUSTICE



REPUBLIC OF TÜRKİYE  
MINISTRY OF FAMILY AND  
SOCIAL SERVICES

### Strategic Objective 2.2.2. Strengthening the compensatory and restorative justice system

Activities	Responsible Institution	Related Institution/ Organization	Time	Performance Indicator
Providing training on forensic psychology/AB psychology to social workers assigned in statement-taking processes	AB	ASHB	Permanent	Number of people trained
Taking necessary measurements for effective monitoring and enforcement of the implementation of child-specific measures stipulated in the Child Protection Law by the judicial authorities	AB	ASHB MEB SB ÇSGB Municipalities	2026	Developed application model
Establishing a personal relationship with the child and extending the units for child delivery throughout the country and strengthening their capacity	AB	ASHB İB Municipalities	2024	Number of units opened
Developing child-friendly spaces for children visiting their relatives in prisons and detention centers	AB		2026	Number of prisons where the practice is implemented



**Strategic Objective 2.2.2. Strengthening the compensatory and restorative justice system**

Activities	Responsible Institution	Related Institution/ Organization	Time	Performance Indicator
Providing in-service trainings to support the ability of social workers working within the Ministry of Justice to conduct examinations and assessments	AB	SB	Permanent	Number of trainings
Including compulsory courses on child law and child psychology in the curriculum of law faculties and police academies/schools	AB İB YÖK	Universities	Permanent	Number of courses added to the curriculum
Adding law and justice curriculum as an elective course for secondary education children	MEB	AB	2024	Number of courses added to the curriculum
Providing training to children in pre-trial detention and convicted children on their rights and legal demands and the authorities to which they can address these demands	AB		Permanent	Number of children trained



## 2.2. CHILD-FRIENDLY JUSTICE



**REPUBLIC OF TÜRKİYE**  
**MINISTRY OF FAMILY AND**  
**SOCIAL SERVICES**

**Strategic Objective 2.2.3. Preventing the abuse of children in the process from the moment they encounter the justice system and providing them with the psychosocial support services they need**

Activities	Responsible Institution	Related Institution/ Organization	Time	Performance Indicator
Strengthening psychosocial support services for children under judicial control and probation and their families	AB	ASHB MEB	Permanent	Number of children and families provided with psychosocial support services
Improving the physical facilities of forensic interview rooms and increasing their number	AB		Permanent	Number of newly opened/organized Forensic Interview Rooms
Expanding the number of Child Branch Directorates and increasing the number of social workers	İB	HMB	Permanent	Number of new branches opened Number of social workers employed
Strengthening Child Monitoring Centers in terms of quality and quantity	SB	AB	Permanent	The number of Child Monitoring Center opened/improved conditions



**Strategic Objective 2.2.3. Preventing the abuse of children in the process from the moment they encounter the justice system and providing them with the psychosocial support services they need**

Activities	Responsible Institution	Related Institution/ Organization	Time	Performance Indicator
Increasing efforts to ensure the adaptation of children dragged into crime to social life before their release from prison	AB	ASHB SB	Permanent	Number of children worked with
Strengthening the access of children aged 0-6 staying with their mothers in prison to institutions where they can come together with their peers (such as private kindergartens, nurseries, child-friendly sections in prisons)	AB	MEB ASHB	Permanent	Number of kindergarten and nursery school established
Strengthening activities to ensure that children dragged into crime can spend their time in prison productively and gain skills	AB	MEB	Permanent	Number of planned activities





**REPUBLIC OF TÜRKİYE**  
**MINISTRY OF FAMILY AND**  
**SOCIAL SERVICES**

**PROTECTION AND SUPPORT SERVICES**  
**FOR FAMILY AND CHILD**



## 2.3. PROTECTION AND SUPPORT SERVICES FOR FAMILY AND CHILD



**REPUBLIC OF TÜRKİYE  
MINISTRY OF FAMILY AND  
SOCIAL SERVICES**

Today, advances in knowledge and technology have accelerated social change and development at the global level, bringing about the need for transformation in both the duration and quality of educational processes. Quality education is only possible by ensuring equal opportunities in access to education and supporting children's existing talents and potentials. In this framework, the Constitution and other legal arrangements in Türkiye guarantee the right to education and training for every child, and primary and secondary education is compulsory and free of charge. Based on the impact of socio-economic status of the society on education, the primary objective is to increase the participation rates of all children, especially disadvantaged children, in education and to ensure equal opportunities in education.

Quality education requires that children are equipped with literacy and numeracy skills, as well as more advanced and complex skills that form the basis of life. The acquisition of these skills enables children to adapt to the conditions of their age.

Looking at net enrollment data by school year and level of education in Türkiye, it is seen that the net enrollment rate at the primary school level is 93.16% in the 2021/2022 academic year, the net schooling rate at the secondary school level is 89.84% and the net enrollment rate at the secondary education level is 89.67% (*See Child with Statistics*).<sup>14</sup>

In Türkiye, textbooks are provided to students free of charge. On the other hand, during the academic year, children from economically disadvantaged families are provided with basic school needs such as stationery, school uniforms, bags and other basic school needs, as well as transportation and meals by the state. In addition, various scholarships are also provided to these children. In order to support school-age disadvantaged children to continue their education, regular cash assistance is provided through the Conditional Cash Transfer (ŞNT) program, provided that they attend school (*See Child with Statistics*).

In line with the policies pursued to ensure children's participation in the education process as well as their completion of training, as can be seen from national statistics on education, there has been an increase in school completion rates by level of education and gender over the years. On the other hand, while school completion rates are high at primary education levels, there is a decline in these rates with the transition to secondary education (*See Child with Statistics*). It is important to develop measures to ensure children's attendance to training at all levels.

In addition, it is important to prepare children in the age of compulsory education for life together with their

<sup>14</sup> Ministry of National Education (2022). *National Education Statistics Formal Education 2021/2022*. Retrieved from [https://sgb.meb.gov.tr/www/icerik\\_goruntule.php?KNO=460](https://sgb.meb.gov.tr/www/icerik_goruntule.php?KNO=460)





peers, to strengthen their life skills such as coping with physical, emotional and social developments, which are experienced more with adolescence, and to ensure their development through positive discipline methods within institutional structures. In this framework, young people who cannot take part in formal education due to various reasons and who continue their education through open high schools etc. should be supported (*See Child with Statistics*).

The education of children with special talents is becoming increasingly important in our country as it is all over the world. In this context, what is expected in the education processes of children with special talents is that children reveal and evaluate their individual capacities in the best way and support the growth of individuals who have succeeded in being in harmony with their environment. In order for the education provided to children with special talents to be effective and efficient in line with their interests, skills and abilities, it is important that the identification processes of children with special talents are handled and carried out in a scientific manner. In addition, as a result of scientific assessment processes, it is important to improve the institutional capacities and educational processes of institutions that support children with special talents.

Early childhood is the period when the child's development in personality and other areas of development is the fastest and most critical. In this context, it is important to prioritize the work related to the early childhood period, where the seeds of a child's personality, thoughts and values are sown, to expand early childhood education and to ensure that all children benefit from this service.

Preschool education in Türkiye covers the education of children who have not yet reached the age of compulsory primary education. In order to ensure that children continue their early childhood training, preschool education is provided free of charge for children between 36 and 68 months of age in preschool, nursery schools and application classes affiliated to the Ministry of National Education. The compulsory expenses of economically disadvantaged families attending nursery/preschool for their children in the 3-5 age group are also covered by the state.

The average enrollment rate of children in the 3 -5 age group in preschool education in Türkiye is 48.84%, and when this rate is compared to that of the Organization for Economic Co-operation and Development (OECD) countries, it shows that efforts should be made to encourage participation in early childhood education in Türkiye.

The goal of increasing participation in early childhood training is also included in the 11th Development Plan,



### 2.3. PROTECTION AND SUPPORT SERVICES FOR FAMILY AND CHILD



**REPUBLIC OF TÜRKİYE  
MINISTRY OF FAMILY AND  
SOCIAL SERVICES**

which lists the inclusion of early childhood training in the scope of compulsory education for the age of 5, the creation of alternative early childhood training models and the construction of additional classrooms as policy priorities. According to the Regulation on Private Education Services No. 30471 dated 07.07.2018 and numbered 30471, pre-school education is compulsory for children with private education needs who have completed 36 months of age. In this context, the main approach is to make pre-school education compulsory for all children and efforts are underway to this end. Considering the importance and priority of pre-school education programs in terms of early childhood, it is considered that free nutrition services provided in pre-school education programs should be expanded.

In addition to early childhood training, private kindergarten and day care center services are provided in order to provide a safe care environment, support children's development and help them acquire basic values and habits (*See Child with Statistics*). In this context, in order to support the participation of children from socially and economically disadvantaged families in early childhood training, support and incentive mechanisms should be strengthened so that they can benefit from kindergarten and day care centers free of charge (*See Child with Statistics*). On the other hand, mechanisms should be put in place to strengthen the opening of facilities with standards in line with the best interests of the child to ensure safe care.

In addition, there is a need to raise public awareness on the positive contribution of early childhood training on children's development and to conduct awareness-raising activities on existing support mechanisms and criteria for benefiting from kindergarten and day care services.

According to the results of the "Child Labour Force Survey" conducted by TÜİK for children in the 5-17 age group



together with the Household Labour Force Survey in the IV quarter of 2019 (October-November-December), the number of children in the 5-17 age group working in an economic activity in Türkiye is 720 thousand people and there are no children aged 5 among working children. The share of working children in the 5-17 age group among children in the same age group is 4.4%. 79.7% of working children are in the 15-17 age group. While 65.7% of working children continue their education, this rate is 65.6% for boys and 66.1% for girls (*See Child with Statistics*).

Among working children, 30.8% are in agriculture, 23.7% in industry and 45.5% in services. When analyzed by age group; 64.1% of working children in the 5-14 age group are in the agricultural sector and 51% of working children in the 15-17 age group are in the service sector (*See Child with Statistics*).

The Constitution stipulates that no one shall be employed in work that is incompatible with his/her age, sex and ability and that minors shall be specially protected. In Türkiye, regulations to combat child labour are included in the Law on Vocational Training, the Law on Public Hygiene and the Law on Primary Education and Training, as well as Article 50 of the Constitution and Article 71 of the Labour Act No. 4857.

The “National Program for Combating Child Labour (2017-2023)” prepared by the ÇSGB with the contributions of related parties with the main objective of preventing the worst forms of child labour, particularly in heavy and hazardous work in industry, on the streets and in seasonal mobile temporary agriculture, is being implemented. Within this framework, the “Project for Improving the Working and Social Lives of Seasonal Mobile Agricultural Workers (METİP I-II)” was implemented. With the project, action plans were created by the Governorships in provinces with high seasonal agricultural worker migration, and activities to improve the living conditions of seasonal agricultural workers and to direct their children to school were prioritized.

Through Vocational Training Centers, children who are unable to attend school and who turn to vocational education can carry out their work and education lives simultaneously, and are involved in business life by having a profession. In this framework, it is important that children who have completed primary education and cannot continue formal education are supported with vocational training and prepared for life.

In this context, it is important to ensure coordination and cooperation between public institutions and organizations and non-governmental organizations in order to improve the conditions of children in working life in areas of need such as shelter, education, health, safety, and relations with the social environment.

In addition to being an important element affecting social life, sports also contribute to the formation of common



## 2.3. PROTECTION AND SUPPORT SERVICES FOR FAMILY AND CHILD



**REPUBLIC OF TÜRKİYE  
MINISTRY OF FAMILY AND  
SOCIAL SERVICES**

values such as team spirit, solidarity and tolerance.

Today, special importance is attached to sports and children are directed to physical education and sports programs from an early age. Especially in countries with a large child population, it is a public and social duty to prepare the appropriate ground for children to look to the future in a safer way and to take measures to protect them from harmful habits through sports and similar activities.

Within the scope of the Turkish Sports Talent Screening and Sports Orientation Program, efforts are being made to strengthen support, incentives and reward mechanisms for children with talent in sports. It is important to increase sports activities for all children, especially disadvantaged children, and to create socialization areas through sports, especially in terms of effective use of leisure time.

In addition, based on the 11th Development Plan, “Sports education will be expanded at primary and secondary education levels starting from pre-school, the number of school sports clubs will be increased with the diversity of activities in school sports competitions, and children will be directed to different sports branches.”; it is prioritized to adopt physical literacy at an early age in order to increase children’s participation in active life and to support their development with coordination and cooperation skills at an early age.

In addition, all institutions have important roles to play in helping children use their out-of-school time for their healthy development, directing children to cultural, artistic, scientific and sporting activities, raising awareness about harmful habits, and contributing to the development of social skills by taking part in various games and activities.

In this framework, children should be introduced to traditional children’s games from an early age, their development should be supported through cultural, artistic, scientific and sportive activities, these activities should be accessible, and systematic programs should be implemented for them to make productive use of their free time.

The most important issue that individuals with special needs need throughout their lives is the design of environmental arrangements according to their needs. In particular, it is important to expand special arrangements that are sensitive to the needs of children with special needs for their active participation in social life, their ability to receive education with their peers and their access to basic services.

A physical environment designed to meet the needs of children is of great importance for their healthy development.



Child-friendly environments created in this direction, where children are safe, will support their physical, emotional and social development and contribute to the growth of future generations as healthier individuals.

When it comes to child welfare, it is known that ensuring children's well-being, healthy development and access to health services are important. In Türkiye, all children are covered by general health insurance without discrimination and benefit from health services free of charge.

Launched in 2009, the family medicine practice supports access to health services and children's follow-up, screening and treatment procedures are carried out within this scope. Regular follow-up of children's health status is one of the preventive and protective activities that make it possible to reduce child mortality, prevent diseases, and detect possible disruptions in children's developmental periods. Regular developmental follow-up of children is important for them to be healthy individuals in their future.

With the Regulation on Multidisciplinary Child and Youth Mental Health Centers published on 15.12.2022, child and youth mental health centers have started to be established, where professionals who have a role in the biopsychosocial follow-up processes of children and young people with mental special needs will provide services together, allowing children and their families to be served in a multidisciplinary manner. It is considered that these centers will play an important role especially in preparing adolescents for life, ensuring that they and their families can go through the process in a healthy way and supporting the parenting skills of adults.

Another important issue for a healthy society is the protection of children against harmful addictive habits. In this direction, it is essential to carry out activities to raise social awareness on tobacco, alcohol, substance, technology and behavioral addictions within the scope of protective and preventive activities.

In order to protect children from all kinds of risks, especially substance abuse, the measures taken by the relevant units in social areas where children are present should be improved. In addition, it is important to increase efforts to prevent access to and sale of substances within the scope of protective and preventive activities in the fight against addiction.

Treatment services for children's substance abuse are provided at Child and Adolescent Substance Abuse Treatment Centers (ÇEMATEM). In these centers, in addition to medical treatment, the "Smoking, Alcohol and Substance Addiction Program" is implemented within the scope of informing children about addiction, psychosocial support and social adaptation.



## 2.3. PROTECTION AND SUPPORT SERVICES FOR FAMILY AND CHILD



**REPUBLIC OF TÜRKİYE  
MINISTRY OF FAMILY AND  
SOCIAL SERVICES**

It is important that children who have been given cautionary decisions due to substance and alcohol abuse should first complete the treatment process in public or private health institutions established for this purpose and then other cautionary decisions should be implemented. In this framework, it is necessary to strengthen the mechanisms encouraging the voluntary participation of the child in the treatment process and the implementation of the treatment-specific implementation procedures stipulated in the relevant legislation. On the other hand, there is a need to expand these centers and increase the number of qualified staff.

Another important factor affecting child welfare is the socio-economic conditions of the family. In this context, the main approach adopted in child protection policies is to protect family unity by strengthening families through economic and social support, and to ensure that children are cared for and supported by their families and relatives. In this context, services such as Social Economic Support (“SED”) service, Orphan Assistance Program, Conditional Cash Transfer For Education and Health, Military Family Assistance, Military Child Assistance for children whose fathers are in the military, Multiple Birth Assistance Programs, Türkiye Family Support Program with Child Support Component, job orientation and employment assistance, fuel, electricity, natural gas support, dowry assistance are carried out.

On the other hand, it is also important to develop social support mechanisms and strengthen social support, guidance and counseling services for economically supported families and their children. In this context, there is also a need to increase the number and quality of staff in order to provide guidance and counseling services to families and children in line with their needs and to ensure effective service delivery.

In order to support the healthy development of children, protect them from preventable risks and ensure their well-being, the ASHB emphasizes protective and preventive services. With the child protection mobile teams established within the scope of the Children in Safe Program developed for this purpose, identification and intervention activities as well as monitoring activities are carried out to protect children in different risk groups. In this framework, it is important to improve the capacity of child protection mobile teams in terms of quantity and quality in order to provide these services in a supply-oriented manner.

In addition, with an inclusive, sustainable and community-based service approach, different service models (day service centers, psychological support units, etc.) need to be developed in order to support the psychosocial development of children and protect them from risks.



It is of vital importance that all employees who provide services to children, especially the staff working in child care institutions, are able to communicate effectively with children, recognize risks such as neglect and abuse and activate appropriate mechanisms. In this context, there is a need to develop activities to increase the knowledge and skill level of all employees who come into contact with children.

On the other hand, divorce is a process in which the family unit is affected in a multidimensional way in legal, economic, social and psychological terms. It is important for the healthy development of children to ensure that the psychological, social and economic conditions of all family members continue in accordance with the normal flow of life both during and after the divorce process and to prevent family members from being negatively affected by the divorce process. In this respect, in order for children to adapt to the changes in school, social environment and family structure during the divorce process, child-oriented intervention programs should be developed by taking into consideration the age and developmental status of children, cultural values of the family, critical stages of divorce, and strengthening social support networks.

One of the most important factors affecting child welfare is the phenomenon of violence both within the family and social environment and among peers. In our country, efforts are being made to eliminate violence against children with a zero tolerance approach to violence under any circumstances and for any reason. Prevention of violence against children requires an effective fight with a holistic approach due to the multidimensionality of the phenomenon of violence.

There are important tasks to be carried out in cooperation with various institutions and organizations, non-governmental organizations and universities in combating violence against children. In this framework, it is necessary to raise the awareness of the society, especially those responsible for the care of the child and those working with children, on violence, the harms of violence and positive problem solving methods.

In addition, it is important to raise children's awareness about peer bullying and to provide them with the skills of self-expression, coping with anger and stress management, recognizing their private space, respecting other people's privacy and setting healthy boundaries between them and their environment.

In addition, it is necessary to increase children's awareness of the Alo 183 Social Support and Alo 112 Emergency Call Center lines, which provide uninterrupted service 24/7, where they can receive support and report when necessary, and to improve the qualitative and quantitative capacities of the staff working in these call centers.





## 2.3. PROTECTION AND SUPPORT SERVICES FOR FAMILY AND CHILD



REPUBLIC OF TÜRKİYE  
MINISTRY OF FAMILY AND  
SOCIAL SERVICES

### Strategic Aim 2.3. Protection and Support Services for Family and Children

#### Strategic Objective 2.3.1. Strengthening protective and preventive services

Activities	Responsible Institution	Related Institution/ Organization	Time	Performance Indicator
Developing standard packages/ programs to be used in trainings on preventing neglect, abuse and violence against children and conducting trainings	ASHB	MEB SB İB	Permanent	Number of programs developed and/or revised  Number of trainings provided
Training for children on protection from the risk of abuse	MEB	ASHB	Permanent	Number of trainings given  Number of children participating in the training
Creating additional classrooms with flexible time and alternative education models in early childhood training	MEB	ASHB SBB	2026	Number of education models created  Number of additional classrooms



**Strategic Objective 2.3.1. Strengthening protective and preventive services**

Activities	Responsible Institution	Related Institution/ Organization	Time	Performance Indicator
Strengthening mechanisms for children of disadvantaged families to benefit from private kindergarten and day care center services	ASHB	MEB STB UAB	Permanent	Number of children benefiting from private kindergarten and day care center services Number of children benefiting from the service
Strengthening kindergarten facilities in organized industrial zones	STB	ASHB MEB	Permanent	Number of kindergartens opened Number of children benefited
Strengthening monitoring and inspection mechanisms for facilities licensed to provide services for children (playhouse, play workshop, etc.)	İB ÇŞİDB Municipalities	ASHB MEB SB	Permanent	Developed legislation Established audit mechanism Operated facility
Dissemination of trainings for the elimination of peer bullying in schools	MEB	ASHB	Permanent	Number of trainings provided Number of children participating in the education



## 2.3. PROTECTION AND SUPPORT SERVICES FOR FAMILY AND CHILD



REPUBLIC OF TÜRKİYE  
MINISTRY OF FAMILY AND  
SOCIAL SERVICES

### Strategic Objective 2.3.1. Strengthening protective and preventive services

Activities	Responsible Institution	Related Institution/ Organization	Time	Performance Indicator
Taking measures to ensure access and continuity of education for all children, especially children with special needs	MEB	ASHB SB UAB	Permanent	Attendance rate of school-age children in education  Number of digital content (simulations, videos, etc.) prepared in accordance with the curriculum  Ratio of children with access to education materials (including online education)  School-age children with special needs/ attendance rate  Number of children provided with transportation support
Supporting children with policies and measures to ensure their participation in formal education, taking into account the reasons for their exclusion from formal education	MEB	ASHB SB UAB	Permanent	Created incentive scheme  Number of benefiting students



Strategic Objective 2.3.1. Strengthening protective and preventive services

Activities	Responsible Institution	Related Institution/ Organization	Time	Performance Indicator
Strengthening the support elements for children who are obliged to benefit from education models such as open high school and open education	MEB	ASHB AB	Permanent	Number of children supported
Raising children's awareness about vocational training in line with their individual predispositions and abilities	MEB	ÇSGB	Permanent	Number of children who were administered vocational tendency/ predisposition identification inventory Number of children participating in vocational training
Orientation of child and young workers to vocational training	ÇSGB	MEB AB ASHB	Permanent	Number of children referred to vocational training Number of training measures (vocational training)
Increasing scientific research in the field of children (protection, development, training, health, etc.)	ASHB	TÜİK BTK GSB MEB SB SBB YÖK STK	2025	Number of researches



## 2.3. PROTECTION AND SUPPORT SERVICES FOR FAMILY AND CHILD



REPUBLIC OF TÜRKİYE  
MINISTRY OF FAMILY AND  
SOCIAL SERVICES

### Strategic Objective 2.3.2: Supporting the physical and mental development of children

Activities	Responsible Institution	Related Institution/ Organization	Time	Performance Indicator
Improving identification and assessment tools for gifted children	MEB	Universities	Permanent	Developed measurement tool Number of assessment units established
Improving institutional structures, processes and educational environments for gifted children	MEB		2025	Number of BİLSEMs opened Number of teachers trained
Strengthening the system for the follow-up of gifted children in the education process, guiding them in line with their interests, skills and abilities and informing their families	MEB	Universities	Permanent	Number of children referred Number of children followed up
Expanding free nutrition services offered in pre-school education programs	MEB		Permanent	Number of children provided with nutrition services



**Strategic Objective 2.3.2: Supporting the physical and mental development of children**

Activities	Responsible Institution	Related Institution/ Organization	Time	Performance Indicator
Making cultural, artistic, scientific and sportive activities for children accessible to all children by making them widespread	GSB	MEB ASHB KTB Municipalities RTÜK TRT Media Organizations TB	Permanent	Number of activities
Organizing and expanding programs that support children's all-round development (academic, artistic, craft, sports, foreign language, etc.)	MEB	GSB KTB ÇSGB ASHB Municipalities GİB	Permanent	Number of activities Number of children benefited
Identifying, analyzing and carrying out the studies to be determined as a result of the analysis in order to create and promote the inventory of traditional children's games	ASHB	KTB GSB MEB STK	2023	Inventory system created Number of guidance documents created
Creating digital versions of traditional games that are developmentally supportive and compatible with the digital platform	GSB	KTB ASHB MEB BTK STK	2026	Number of digital games



## 2.3. PROTECTION AND SUPPORT SERVICES FOR FAMILY AND CHILD



REPUBLIC OF TÜRKİYE  
MINISTRY OF FAMILY AND  
SOCIAL SERVICES

### Strategic Objective 2.3.2: Supporting the physical and mental development of children

Activities	Responsible Institution	Related Institution/ Organization	Time	Performance Indicator
Teaching and popularizing traditional children's games and games that form the infrastructure of sports branches to children in institutions that provide services to children, especially in schools	MEB	GSB ASHB KTB DİB STK	Permanent	Number of activities organized Number of children benefiting
Preparation of "basic sports education with play" modules for 0-6 age group children to gain sports habits and implementation in pre-school education institutions	MEB	GSB	2025	Prepared education module Number of institutions implementing the education module
Designing school, housing estate and public housing gardens, parks and similar spaces in a way that supports the education and training activities, physical and social development of all children, especially children with special needs, and does not harm their health	ÇŞİDB	MEB Municipalities	Permanent	Child-friendly areas created





Strategic Objective 2.3.2: Supporting the physical and mental development of children

Activities	Responsible Institution	Related Institution/ Organization	Time	Performance Indicator
Development of child and youth-friendly structural spaces (with sections such as libraries, artistic activities, study and meeting spaces, with free internet and computer access and designed for effective use of time) that support different areas of interest and skills.	ÇŞİDB Municipalities	KTB GSB	Permanent	Number of child-friendly facilities created  Number of children benefiting
Construction of protected bicycle paths on the connection roads between children's activity areas and living spaces	ÇŞİDB Municipalities	İB	Permanent	Length of bicycle paths constructed (km)
Taking safety measures around activity areas for children (such as ground materials to reduce vehicle flow speed, lane narrowing, asphalt painting)	Municipalities	İB ÇŞİDB	Permanent	Number of places where security measures are taken
Increasing camera systems and security teams for effective monitoring and tracking of child-friendly areas	Municipalities	İB ÇŞİDB	Permanent	Number of security staff on duty  Number of places provided with camera-assisted security



## 2.3. PROTECTION AND SUPPORT SERVICES FOR FAMILY AND CHILD



REPUBLIC OF TÜRKİYE  
MINISTRY OF FAMILY AND  
SOCIAL SERVICES

### Strategic Objective 2.3.2: Supporting the physical and mental development of children

Activities	Responsible Institution	Related Institution/ Organization	Time	Performance Indicator
Providing signs and markings with information raising awareness on the protection of children from risks in areas of activity for children	Municipalities	ASHB İB MEB ÇŞİDB	Permanent	Number of informative signs, boards, posters and similar materials prepared
Taking measures to prevent children from using abandoned buildings	Municipalities	ÇŞİDB İB	Permanent	Number of buildings under security measures
Providing adequate lighting to ensure the safe movement of children in streets, avenues, sidewalks, pedestrian paths and similar public areas	Municipalities		Permanent	Number of municipalities taking measures Number of measures taken



**Strategic Objective 2.3.2: Supporting the physical and mental development of children**

Activities	Responsible Institution	Related Institution/ Organization	Time	Performance Indicator
Ensuring that sports training for children is provided by physical training and sports teachers and coaches with pedagogical formation in physical training and sports	MEB	GSB	Permanent	Number of children receiving sports training Number of educators receiving pedagogical formation in physical training and sports
Preparation of educational materials enriched with visual and audio MEB documents for the participation of children with special needs in sports	MEB	GSB ASHB	2025	Number of training materials prepared
Analyzing the current situation regarding needs and risks in order to prepare a safe environment in sports and taking child protection measures in sports	GSB	MEB ASHB Municipalities	2026	Analysis report Child protection measures taken



## 2.3. PROTECTION AND SUPPORT SERVICES FOR FAMILY AND CHILD



REPUBLIC OF TÜRKİYE  
MINISTRY OF FAMILY AND  
SOCIAL SERVICES

### Strategic Objective 2.3.3. Strengthening the family and supporting parenting skills

Activities	Responsible Institution	Related Institution/ Organization	Time	Performance Indicator
Preparation of an information document and training for families to eliminate physical and psychological violence against children and to develop positive parenting skills	ASHB MEB	SB İB	Permanent	Number of Training documents Number of trainings Number of training participants
Conducting studies to increase public awareness of the services provided by guidance and research centers	MEB	ASHB SB	Permanent	Information document prepared
Increasing the number of Multidisciplinary Child and Youth Mental Health Centers (ÇÖZGEM) and raising public awareness on these centers	SB	ASHB MEB	Permanent	Number of centers opened Number of beneficiary children



**Strategic Objective 2.3.3. Strengthening the family and supporting parenting skills**

Activities	Responsible Institution	Related Institution/ Organization	Time	Performance Indicator
Including a compulsory common course on child rights and family education in all undergraduate and associate degree programs of universities	YÖK	MEB ASHB	2026	Number of programs with courses
Conducting awareness- raising/ awareness-raising activities on the negative effects of child labour	ÇSGB	ASHB MEB Municipalities TRT DİB	Permanent	Number of events Number of written or visual materials prepared for raising awareness
Strengthening social support, guidance and counseling services for economically supported families and their children	ASHB	MEB Municipalities	Permanent	Number of staff participating in the training Number of children benefiting from social support Number of families and children counseled
Establishing a Child-Focused Psychosocial Support Module / Program in order to prevent secondary abuse of children during the divorce process	AB ASHB	MEB	Permanent	Child-Focused Psychosocial Support Module/ Program Number of families and children provided with psychosocial support services



## 2.3. PROTECTION AND SUPPORT SERVICES FOR FAMILY AND CHILD



REPUBLIC OF TÜRKİYE  
MINISTRY OF FAMILY AND  
SOCIAL SERVICES

### Strategic Objective 2.3.4. Strengthening services for children at risk

Activities	Responsible Institution	Related Institution/ Organization	Time	Performance Indicator
Carrying out activities to raise public awareness on child protection mechanisms (notification, protection services)	ASHB	İB MEB TRT RTÜK DİB SB	Permanent	Number of information documents Number of public service spots number of people trained
Strengthening the assessment capacities of institutions and organizations responsible for receiving and evaluating notifications/applications	ASHB	İB SB MEB AB	Permanent	Number of staff participating in the training
Ensuring that children identified to be at risk benefit from appropriate services and follow-up of services	ASHB	SB MEB İB Municipalities	Permanent	Number of children referred to appropriate services Number of children given counseling and guidance



**Strategic Objective 2.3.4. Strengthening services for children at risk**

Activities	Responsible Institution	Related Institution/ Organization	Time	Performance Indicator
Increasing the quality and quantity of child protection mobile teams	ASHB	MEB SB İB Municipalities	Permanent	Number of teams Number of child served
Development of units providing day services to children	ASHB	MEB SB GSB İB ÇSGB	Permanent	Number of centers opened Number of child served
Increasing the number of Child Rights Implementation and Research Centers within universities	YÖK	Universities	Permanent	Number of operational centers
Taking measures to improve access to basic services, income and living conditions of families of children who are child labourers and children identified as living/ working on the street	ASHB	ÇSGB Municipalities	Permanent	Number of interventions made Number of services utilized





## 2.3. PROTECTION AND SUPPORT SERVICES FOR FAMILY AND CHILD



REPUBLIC OF TÜRKİYE  
MINISTRY OF FAMILY AND  
SOCIAL SERVICES

### Strategic Objective 2.3.4. Strengthening services for children at risk

Activities	Responsible Institution	Related Institution/ Organization	Time	Performance Indicator
Strengthening mechanisms to ensure access to resources and services for the children of seasonal agricultural worker families	ÇSGB	ASHB MEB SB İB Municipalities TOB	Permanent	Number of children reached
Ensuring that security measures are increased around the institutions/organizations where children receive services	İB	MEB ASHB GSB DİB Municipalities	Permanent	Number of teams deployed Number of institutions and organizations for which security measures are taken
Establishing statistics on children diagnosed with disabilities according to types of disability/special needs	SB	ASHB MEB TÜİK	2026	Number of statistical sets created



**Strategic Target 2.3.5. Taking measures to protect children from addiction**

Activities	Responsible Institution	Related Institution/ Organization	Time	Performance Indicator
Conducting awareness-raising and awareness- raising activities for families on substance addiction	MEB	ASHB SB DİB GSB STK	Permanent	Number of trainings Number of events
Establishing effective training programs and providing trainings for risk groups and professionals working with children	SB MEB	ASHB İB DİB GSB RTÜK TRT Media Organizations STK		Number of trainings provided Number of children trained Number of published content
Ensuring that public health centers play an active role in preventive services to protect children from addiction	SB	ASHB İB MEB DİB GSB		Number of children trained Number of health staff trained Number of professionals trained



## 2.3. PROTECTION AND SUPPORT SERVICES FOR FAMILY AND CHILD



REPUBLIC OF TÜRKİYE  
MINISTRY OF FAMILY AND  
SOCIAL SERVICES

### Strategic Objective 2.3.5. Taking measures to protect children from addiction

Activities	Responsible Institution	Related Institution/ Organization	Time	Performance Indicator
Expanding workshops for rehabilitation and social cohesion in YEDAMs	YEŞİLAY	ASHB SB İB MEB DİB		Number of new workshops
Increasing the capacity, quantity and quality of health institutions providing treatment services to children in the field of mental health	SB	HMB	2024	Number of staff employed Number of units providing service Number of increased capacity
Increasing the number and capacities of units providing inpatient services to children in need of treatment due to a history of substance use	SB		2024	Number and capacity of inpatient ÇEMATEMs



Strategic Objective 2.3.6. Strengthening the social service workforce area

Activities	Responsible Institution	Related Institution/ Organization	Time	Performance Indicator
Reviewing the social work workforce training curriculum with all related institutions	YÖK	ASHB AB MEB SB DİB	2026	Number of programs
Improving the skills of the staff of institutions providing services for children to recognize and guide risky situations for children	ASHB	MEB SB DİB GSB Municipalities	Permanent	Number of materials Number of staff participating in the training
Developing training content and providing trainings on strengthening the capacity of staff providing guidance and counseling services for children and their families	MEB	ASHB SB GSB	Permanent	Developed training material Number of staff participating in the training



## 2.3. PROTECTION AND SUPPORT SERVICES FOR FAMILY AND CHILD



**REPUBLIC OF TÜRKİYE**  
**MINISTRY OF FAMILY AND**  
**SOCIAL SERVICES**

### Strategic Objective 2.3.6. Strengthening the social service workforce area

Activities	Responsible Institution	Related Institution/ Organization	Time	Performance Indicator
Carrying out activities to increase the knowledge and skills of the staff working with children to recognize the signs of neglect and abuse against children and to activate appropriate mechanisms	ASHB	MEB SB DİB GSB	Permanent	Created guidance manual Number of staff trained
Carrying out activities to increase the knowledge and skills of staff working with children on approaching children and communicating effectively with children	ASHB	MEB SB DİB GSB	Permanent	Created guidance manual Number of staff trained
Supporting the staff working with children in the fight against addiction with in-service trainings	SB	ASHB STK	Permanent	Number of trainings
Increasing the number of qualified staff employed at ÇEMATEM and ÇÖZGEM	SB	HMB	2025	Number of staff employed Number of staff receiving in-service training



**Strategic Objective 2.3.7. Strengthening and supporting coordination in the field of Child Protection**

Activities	Responsible Institution	Related Institution/ Organization	Time	Performance Indicator
Updating the Strategy Document on Coordination in Child Protection Services	AB ASHB	MEB SB ÇSGB KDK Municipalities International Organizations	2026	Created Strategy Document
Establishing arrangements for multi-sectoral risk identification and response, developing standardized implementation and information sharing procedures	ASHB	AB MEB SB İB ÇSGB Municipalities	Permanent	Number of response teams formed with the joint participation of stakeholders  Improved service procedure
Increasing the effectiveness of provincial, district and central coordination mechanisms	AB ASHB	İB MEB SB GSB Municipalities	Permanent	Number of meetings held annually  Number of province-specific action plans
Strengthening the IT infrastructure for monitoring protective and supportive cautionary decisions and information sharing	AB ASHB UAB	İB MEB SB GSB Municipalities	2027	Information processing infrastructure



## 2.3. PROTECTION AND SUPPORT SERVICES FOR FAMILY AND CHILD



REPUBLIC OF TÜRKİYE  
MINISTRY OF FAMILY AND  
SOCIAL SERVICES

### Strategic Objective 2.3.8. Strengthening the case management system in the field of Child Protection

Activities	Responsible Institution	Related Institution/ Organization	Time	Performance Indicator
Strengthening decision support mechanisms in the field of child protection	ASHB	AB MEB SB İB International Organizations	2025	Number of documents developed  Number of staff trained
Developing standard documents and application tools needed by experts working in the field of social work and organizing informative activities for their widespread use	ASHB	AB MEB SB İB International Organizations	2025	Number of standard documents developed  Number of application tools developed  Number of activities organized  Number of staff trained





**REPUBLIC OF TÜRKİYE**  
**MINISTRY OF FAMILY AND**  
**SOCIAL SERVICES**

**ALTERNATIVE CARE SERVICES**



## 2.4. ALTERNATIVE CARE SERVICES



**REPUBLIC OF TÜRKİYE  
MINISTRY OF FAMILY AND  
SOCIAL SERVICES**

The basic policy of our country for children in need of protection is to protect, support and care for children within the integrity of the family. The main component of this policy is the services provided for children to continue their lives in a healthy manner in their own families. It is very important to evaluate the protection and care needs of children with a family-oriented perspective and to develop and maintain practices to return children under protection to their families.

As a result of the family-oriented service policy, the number of children under protection in Türkiye is low compared to many other countries (*See Child with Statistics*). In this context, one of the main objectives is to ensure that professional work with the biological families of children under protection and the return to family processes are standardized across the country.

In our country, children are taken under protection and care only when it is not possible for them to be cared for by their own families. In line with the family-oriented service policy, children who are taken under protection primarily benefit from foster care and adoption services. With this approach, which focuses on ensuring that children are cared for in a warm and safe family environment, there has been a significant increase in the proportion of children benefiting from family-oriented care services. In the early 2000s, approximately 2% of children under protection were benefiting from foster care services, whereas today this rate is close to 40%.

However, in order to ensure that all children under protection benefit from family-oriented care services in line with their age and needs, the foster care service should be further expanded across the country and the service should be strengthened in various aspects. In this context, it is aimed to increase the effectiveness of service models that can be used by children with different developmental and care needs, especially children with special needs and children who are victims of crime, and to strengthen the training and support mechanisms that will ensure the development of the skills of the families providing care.

Within the scope of the adoption service, which is another family-oriented care model, children are monitored in the family environment where they are placed for one year prior to adoption. During this period, the care and development of the child is monitored, and counseling and guidance is provided to strengthen the bond between the child and the family. As a last option, children who are deemed to be unable to benefit from family-oriented services benefit from institutional care models, which are planned in the home system and are closest to the family environment. The primary objectives of institutional care services today are to preserve the family ties of children and to ensure their return to their families if possible, to meet their care and development needs in a multidimensional manner and to prepare them effectively for life after institutional care.



Until 2002, institutional care services were predominantly provided in ward-type structures such as kindergartens and orphanages where a large number of children stayed together. Since 2005, with the transformation, instead of large physical buildings and ward-type structures, the home-type service model, which has the closest characteristics to the family environment, has been prioritized, and child day-care centers and orphanages have been gradually closed down and child homes and child homes buildings complex models have been introduced (*See Child with Statistics*).

In order to support the all-round development of children, programs such as ÇODEP have been implemented in child homes buildings complex and child homes operating under the coordination center for child homes (ÇEKOM). It is important to expand these programs to ensure their effective implementation throughout the country in line with the age and developmental stages of children and their needs.

Specialization of institutions is important in terms of developing service models to meet the individual needs of children. As stated in the 2013-2017 National Child Rights Strategy Document and Action Plan, specialized institutions were established in order to improve the quality and quantity of institutions providing services for children who are dragged into crime and victims of crime. Psychosocial support programs were developed in international standards and with an interdisciplinary approach to be implemented in these institutions. In order to effectively implement the Anka Child Support Program, which is one of the psychosocial support programs developed in this context, it is important to conduct impact analyses and make necessary revisions.

Another dimension of the services provided in institutions is activities that enable children to take part more effectively in social, cultural and sports fields and to reveal their potential. Programs such as values education and privacy education are implemented to support the healthy development of children, and they are provided with the opportunity to benefit from kindergarten and day care centers, nursery and youth camps in cooperation with different institutions and organizations. Since the preparation of children for life is a multi-stakeholder process that requires interdisciplinary interaction, it is necessary to carry out effective work with stakeholder institutions and organizations and to strengthen existing work.

In addition to the support activities carried out in institutional care, it is aimed to facilitate children's transition to independent life through preparation programs for life after institutional care. In line with this goal, guidelines have been prepared for children under protection and professionals working in the field and various mechanisms have been established within the Provincial Directorates of ASHB to monitor and support the processes after institutional care. In this context, there is a need to strengthen the guidance and community support mechanisms provided to children to support their adaptation to social life after leaving institutional care.



## 2.4. ALTERNATIVE CARE SERVICES



**REPUBLIC OF TÜRKİYE  
MINISTRY OF FAMILY AND  
SOCIAL SERVICES**

Another important issue is the inclusion of children under institutional care in the formal education system and the strengthening of mechanisms to ensure that they remain within the system. Children who are not included in formal education should benefit from vocational and non-formal education models in order to acquire vocational skills in line with their interests and abilities.

In line with the change in the profile of children in need of protection in recent years, it has become important to plan for the development of new service models that can provide the most appropriate responses to the differentiated care and development needs of children. In addition, in order to ensure that professional processes are carried out effectively, it is necessary to strengthen the institutional capacity and increase the competencies of professionals working in the field.

In this respect, it is important to improve existing services in line with current needs and to strengthen the service infrastructure and human resources capacity on an ongoing basis.



**Strategic Aim 2.4. Alternative Care Services**

**Strategic Target 2.4.1. Strengthening and expanding family-oriented services for children in need of protection**

Activities	Responsible Institution	Related Institution/ Organization	Time	Performance Indicator
Expanding foster care service and increasing the rate of children under protection benefiting from foster care service	ASHB	DİB STK Municipalities	Permanent	Proportion of children benefiting from family-oriented services  Number of training, awareness-raising and promotional activities  Number of studies carried out in cooperation with NGOs
Increasing the effectiveness of foster care service models	ASHB		Permanent	Number of children benefiting from temporary foster care model  Number of children benefiting from specialized foster care models



## 2.4. ALTERNATIVE CARE SERVICES



REPUBLIC OF TÜRKİYE  
MINISTRY OF FAMILY AND  
SOCIAL SERVICES

### Strategic Target 2.4.1. Strengthening and expanding family-oriented services for children in need of protection

	Responsible Institution	Related Institution/ Organization	Time	Performance Indicator
Strengthening support mechanisms to improve the skills of caregivers in child care and development within the scope of family-oriented care services	ASHB	SB	Permanent	Number of education modules created and updated Number of families receiving training Number of families benefiting from counselor foster care services Number of families provided with special support/counseling for children in early childhood and adolescence
Establishing a structured program for the return of children under protection to their families	ASHB	AB	2025	Developed program Number of persone trained Number of children returned to their families



**Strategic Objective 2.4.2. Supporting the psychosocial, academic and individual development of children under protection and care**

Activities	Responsible Institution	Related Institution/ Organization	Time	Performance Indicator
Developing measures to ensure that children in institutional care receive education within the formal education system	ASHB	MEB	Permanent	Number of children referred to formal Education and continuing education
Expanding appropriate education programs for children under protection and care who do not continue formal education so that they can stay in the education system in line with their interests and abilities and acquire vocational skills	MEB	ASHB ÇSGB	Permanent	Number of training programs Number of children registered
Strengthening the values training program for children under protection	DİB ASHB		Permanent	Number of revised/ added modules Number of children trained





## 2.4. ALTERNATIVE CARE SERVICES



**REPUBLIC OF TÜRKİYE**  
**MINISTRY OF FAMILY AND**  
**SOCIAL SERVICES**

### Strategic Objective 2.4.2. Supporting the psychosocial, academic and individual development of children under protection and care

Activities	Responsible Institution	Related Institution/ Organization	Time	Performance Indicator
Development of guidance services to support the adaptation of children under protection to social life after leaving institutional care	ASHB	MEB	Permanent	Number of revised/ developed content Number of children counseled Number of digital materials and guides prepared
Scaling up therapeutic care models for children in need of protection and care	ASHB SB	AB MEB İB GSB STK	2025	Number of children receiving therapeutic care support Number of institutions specialized in therapeutic care
Increasing activities to support the social, cultural and sportive development of children under protection and care	ASHB	GSB MEB KTB STK	Permanent	Number of events/ programs organized Number of children participating/ benefiting
Developing programs and projects where children with special needs under protection and care receive services together with their peers	ASHB	SB GSB MEB	Permanent	Number of events/ programs organized Number of children participating/ benefiting



**Strategic Objective 2.4.3. Strengthening institutional infrastructure and capacity**

Activities	Responsible Institution	Related Institution/ Organization	Time	Performance Indicator
Professionals working in the field of protection and care services continuing efforts to increase professional competencies	ASHB		Permanent	Number of in-service training programs Number of staff trained
Expanding the Child Support Development and Training Program (ÇODEP)	ASHB		2024	Number of children under ÇODEP Number of staff who received ÇODEP Training
Conducting impact analysis of the Anka Child Support Program, develop and strengthen the program accordingly	ASHB		2024	Number of revised/ added modules Report prepared for the study





**REPUBLIC OF TÜRKİYE**  
**MINISTRY OF FAMILY AND**  
**SOCIAL SERVICES**

**SERVICES FOR CHILDREN AFFECTED BY**  
**DISASTERS, CRISES AND EMERGENCIES**



## 2.5. SERVICES FOR CHILDREN AFFECTED BY DISASTERS, CRISES AND EMERGENCIES



**REPUBLIC OF TÜRKİYE  
MINISTRY OF FAMILY AND  
SOCIAL SERVICES**

In disasters, crises and emergencies, the protection of children's economic, social and cultural rights becomes difficult and inequalities in access to rights may arise.

The environmental and climate crisis in our world can expose children, the heirs of the future, to risks and hinder their right to live in a healthy environment. Accordingly, in the fight against the climate crisis, it is necessary to raise awareness on renewable and sustainable energy sources and prioritize children's participation in these efforts.

Pandemics affecting the whole world also bring about various crises and emergencies. For example, the COVID-19 pandemic has caused a global public health crisis involving almost every child and serious economic crises for some countries. In this process, children in our country have faced biopsychosocial and academic difficulties just like every other child in the world.<sup>15</sup> In coping with the COVID-19 pandemic, countries have been seen to act in line with two basic approaches: suppression and appeasement/mitigation, taking into account components such as population densities, economic levels and the current state of health services.<sup>16</sup> Due to the significant achievements in healthcare services in Türkiye over the last two decades, and the country's experience in crisis intervention and risk management, a suppression strategy was adopted in the fight against the pandemic following the pandemic in Türkiye, and decisive and effective measures were taken and put into practice.<sup>17</sup> In this context, Türkiye started to implement a national response plan consisting of a series of measures to reduce infection, save lives and respond to the socioeconomic needs of families from the first days of the pandemic, as in other emergency and crisis situations.

On the other hand, Türkiye is located in a geography where natural disasters, especially earthquakes, are frequently experienced. In addition to many disasters such as landslides, floods and avalanches, it can also face humanitarian crises, which can be characterized as man-made disasters due to its geopolitical location. According to the report prepared in 2019 based on the Global Risk Management Index, Türkiye is in the "high-risk" group of countries in terms of humanitarian crises and disasters.

<sup>15</sup> Talu, E. and Gençtanırım Kurt, D. (2022). *Academic and psychosocial effects of COVID-19 pandemic on children*. Ahi Evran University Journal of Institute of Social Sciences, 8(1): 172-189.

<sup>16</sup> Imperial College, (2020). *Impact of Non-Pharmaceutical Interventions (NPIs) to Reduce COVID19 Mortality and Healthcare Demand*, (COVID 19 Response Team).

<sup>17</sup> Duran, H. (2020). *States' comparative strategies to combat coronavirus*. SETA Analysis, 317: 1 - 27.



This high risk potential necessitates professional emergency response. This emergency response management includes three phases: before, during and after the emergency. AFAD's Türkiye Disaster Management Strategy and Action Plan emphasizes these phases in particular, and in connection with these phases, the activities such as integrated management approach, risk management, planning, response, recovery and rehabilitation come to the fore. In addition to this, it is also important to raise awareness of children on disaster management by creating child-friendly versions of the current action plan in different languages to appeal not only to adults but also to different ages and developmental periods. Disaster preparedness, activation of disaster management, response and recovery steps should be implemented in an integrated manner by all public institutions and organizations serving children.

At this point, in relation to disasters, public institutions and organizations should reorganize the legislation in force and each institution should aim to provide the highest benefit by planning its own financial management in disaster management. Since taking measures through cooperation and coordination activities among stakeholders before disasters, crises and emergencies occur will minimize the damage, these cooperation and coordination activities should be developed and increased.

In order to carry out fast, effective and sustainable activities for children in need after disasters, crises and emergencies, correct referrals and referrals should be made for psychosocial support services in addition to basic needs such as health, education and shelter.

Disaster preparedness activities should be carried out by families, public institutions and organizations, private sector and non-governmental organizations and these activities should also be sustainable. It is important to understand the disaster risks specific to children and to identify the needs and effectively utilize the resources to reduce the existing risks; to create safe settlements, child-friendly construction and resilient areas.

AFAD plays an active role in the coordination of areas where people temporarily shelter, especially after disasters and emergencies. Transforming these areas into child-friendly areas with the support of AFAD and other public institutions and organizations is important for children to feel safe and be ready for possible risks.

In disasters, crises and emergencies, psychological first aid should be provided for children in addition to physical interventions. In disasters and emergencies, first aid services are provided by MoH and psychosocial support services are provided by ASHB. Psychosocial first intervention, especially for children, should be carried out by staff who have technical knowledge, are competent in their field and adopt a child-oriented approach.



## 2.5. SERVICES FOR CHILDREN AFFECTED BY DISASTERS, CRISES AND EMERGENCIES



**REPUBLIC OF TÜRKİYE  
MINISTRY OF FAMILY AND  
SOCIAL SERVICES**

In this context, in terms of the effectiveness of the intervention, the staff working in the field should be empowered on psychological resilience and crisis intervention.

Both short and long term measures should be taken for a successful disaster management and social projects should be developed in this field by including all members of the society in the disaster management process without any discrimination and customized titles for children groups should be included in these projects.

In addition, emergency plans should be prepared taking into account children with special needs, and care should be taken to ensure that these plans are up-to-date and effective in their areas of use. It is also vital to ensure coordination with stakeholder institutions and organizations on this issue. In disasters, crises and emergencies, not only in the field of individuals with special needs, but also in the field of children's services, every staff member who works one-on-one with children should be equipped about disaster management.

During and after extraordinary times, such as disasters and emergencies, some key risk factors arise in the functioning of the child protection system. In order to minimize these risk factors, it is vital to have a protective environment for children and the necessary planning in place.

Providing identification information, disaster location, referral locations of injured children, family information of children affected by the disaster through a single pre-planned system in the disaster area and maintaining coordination through this system is important in preventing situations that may pose risks for children. In this respect, there is a need for information systems to strengthen the capacity of disaster-affected parents and caregivers to monitor, protect and care for their children in the first response.

Establishing information centers where records of individuals affected by disasters are kept regarding disasters, crises and emergencies; facilitating access to evidence-based statistical data on children through these records is also important in terms of improving the quality of services.





The migration or forced displacement of people from their countries of origin due to inter-country conflicts, wars and disasters in the historical process also brings with it various risks and challenges that need to be studied. The most profound effects of these challenges are undoubtedly on children. Forcibly displaced children may go to another country accompanied by their families, or they may be separated from their families due to social, cultural and economic difficulties and may have to leave their country alone.

In some cases, children remain alone and unaccompanied in the country of asylum due to the death of family members or separation from family members during family migration journeys. Whether unaccompanied or not, these children may face various risks such as abuse, trafficking and exploitation before, during and after migration.

In this context, services are carried out in line with Article 66 of the Law on Foreigners and International Protection No. 6458, the Regulation on the Implementation of the Law on Foreigners and International Protection published in the Official Gazette dated 17.03.2016 and numbered 29656, the Child Protection Law No. 5395 and the Unaccompanied Minors Directive of the ASHB dated 20.10.2015 and numbered 152065.

During the identification of unaccompanied foreign children, related institutions and organizations should fulfill their responsibilities in cooperation. In this respect, it is very important to ensure that temporary shelter units to be established by the SB are put into service in order to ensure the protection of children until they are placed in institutions serving under the ASHB, and it is also very important to provide the necessary counseling and physical and psychological first aid to children in these centers in order to help them adapt to the society they live in and plan their future.

After unaccompanied foreign children are taken under protection within the ASHB, when determining the service models they will benefit from, care models with the family are primarily evaluated in accordance with their best interests. If unaccompanied foreign children cannot benefit from family-oriented care models, they are referred to institutional care model and they benefit from different service models such as child homes, child homes buildings complex, specialized child homes buildings complex according to their characteristics such as the reason for being taken under protection, age and gender (*See Child with Statistics*).





## 2.5. SERVICES FOR CHILDREN AFFECTED BY DISASTERS, CRISES AND EMERGENCIES



**REPUBLIC OF TÜRKİYE  
MINISTRY OF FAMILY AND  
SOCIAL SERVICES**

In these institutions under the ASHB, it is aimed to ensure that children can continue their lives as biopsychosocially healthy individuals after institutional care by providing their basic care needs as well as their psychosocial rehabilitation, cultural and social adaptation and educational planning during the time they spend in institutional care until they can benefit from family-oriented service models or until they come of age.

The “Social Cohesion Program” continues to be organized through the Provincial Committee on the Rights of the Child in order to minimize the problems of foreign children in our country, such as being away from their families and environments where they were born and raised, being in a different culture, not knowing the language, to ensure their adaptation to the society and to create a platform that will enable mutual dialogue and exchange of information among children, and with this program, it is aimed to minimize the social adaptation problems of children, to increase their awareness of the existing risks in the society and the resources they can benefit from, as well as to ensure the development of mutual understanding and tolerance between cultures (*See Child with Statistics*).

These services provided to unaccompanied foreign children should be carried out effectively in line with inter-institutional cooperation in order to support the development of children, support social adaptation processes and prevent discrimination. In this respect, it is important that the work to be carried out with related institutions and organizations is structured with an implementation plan and a functional distribution of tasks.



**Strategic Aim 2.5. Services for Children Affected by Disasters, Crises and Emergencies**

**Strategic Target 2.5.1. Strengthening services for children affected by disasters, crises and emergencies**

Activities	Responsible Institution	Related Institution/ Organization	Time	Performance Indicator
Establishing a coordination plan that includes integrated emergency management with a focus on children in disasters, crises and emergencies	AFAD SB ASHB MEB	All Public Institutions and Organizations Municipalities	Permanent	Established coordination plan
Establishing a special tracking system for infants and children in order to track the identity, incident location, family information, medical conditions and referral information of children in disaster management plans, debris rescue and patient transportation processes	ASHB AFAD SB İB	MEB ÇSGB STK	Permanent	System and Methodology Introduction Number of Administrative arrangements made Number of Staff Trained
Strengthening inter-agency information systems for tracking, identification and family reunification of children affected by disasters across the country	AB ASHB MEB SB İB	GİB BTK TÜBİTAK STK	Permanent	Number of drills Number of administrative arrangements made Number of Staff Trained System Integrated Number of Institutions
Conducting awareness-raising activities for children, taking into account the needs and developmental levels of children regarding the issues to be considered in disasters, crises and emergencies	AFAD MEB TRT RTÜK GİB Municipalities	All Public Institutions and Organizations International Organizations Media organizations	Permanent	Number of drills Number of educational activities Number of written, visual, audio-visual materials



## 2.5. SERVICES FOR CHILDREN AFFECTED BY DISASTERS, CRISES AND EMERGENCIES



**REPUBLIC OF TÜRKİYE**  
**MINISTRY OF FAMILY AND**  
**SOCIAL SERVICES**

### Strategic Target 2.5.1. Strengthening services for children affected by disasters, crises and emergencies

Activities	Responsible Institution	Related Institution/ Organization	Time	Performance Indicator
Making the necessary plans for the organization of child-friendly areas in temporary shelter settlements to be established in disasters, crises and emergencies	AFAD ASHB SB MEB	ÇŞİDB Municipalities STK	Permanent	Number of child-friendly areas planned to be organized
Establishing action plans and appropriate evacuation organizations for the evacuation of children under protection in disasters, crises and emergencies, making matching between provinces, ensuring coordination between the matched provinces	ASHB	AFAD SB ÇŞİDB	Permanent	Creation of an action plan Establishment of an inter-provincial coordination plan
Making all institutions and organizations serving children ready for disasters, crises and emergencies	AFAD ASHB MEB SB AB	All Public Institutions and Organizations STK	Permanent	Preparation of action plan Number of administrative arrangements made
Developing preventive and protective activities against situations that may pose a risk to children in disasters, crises and emergencies, such as trafficking in human beings	AFAD GİB İB	ASHB MEB ÇŞGB Municipalities	Permanent	Number of administrative and local regulations Number of staff trained Number of trainings



**Strategic Target 2.5.1. Strengthening services for children affected by disasters, crises and emergencies**

Activities	Responsible Institution	Related Institution/ Organization	Time	Performance Indicator
Strengthening the capacity of staff assigned in psychosocial support services provided in disasters, crises and emergencies	ASHB AFAD	MEB Municipalities STK	Permanent	Number of psychosocial support modules developed Number of staff trained
Planning accessible, protective and supportive activities inclusive of children with special needs against disasters, crises and emergencies	AFAD ASHB MEB SB	All Public Institutions and Organizations NGOs International Organizations	Permanent	Number of drills conducted Number of trainings given to staff Number of education given to children with special needs Number of public service announcements Number of administrative regulations
Ensuring that volunteers who will work with children in disasters, crises and emergencies receive trainings on issues such as approach to children and communication with children	AFAD ASHB	Municipalities STK International Organizations	Permanent	Number of trainings Number of volunteers trained
Conducting awareness raising activities for children on climate crisis, renewable and sustainable energy sources, etc.	ETKB ÇŞİDB MEB TRT RTÜK Media Organizations	ASHB All Public Institutions and Organizations Local Organizations International Organizations	Permanent	Number of children trained Number of staff trained Number of educational digital applications Number of written, visual, audio-visual materials



## 2.5. SERVICES FOR CHILDREN AFFECTED BY DISASTERS, CRISES AND EMERGENCIES



REPUBLIC OF TÜRKİYE  
MINISTRY OF FAMILY AND  
SOCIAL SERVICES

### Strategic Objective 2.5.2. Supporting social cohesion, psychosocial, academic and individual development of unaccompanied foreign children

Activities	Responsible Institution	Related Institution/ Organization	Time	Performance Indicator
Improving Turkish language skills of unaccompanied foreign children to increase their adaptation to social life	MEB	GiB ASHB Municipalities STK	Permanent	Number of courses opened Number of children participating in courses
Strengthening existing activities by developing projects to ensure Permanence in school attendance of unaccompanied foreign children	MEB	ASHB Municipalities International Organizations	Permanent	Schooling rate Number of activities Number of projects
Directing unaccompanied foreign children who work in economic activities and cannot continue formal education to vocational and non-formal education in line with their interests and abilities	ASHB MEB ÇSGB	GiB GSB Municipalities STK	Permanent	Vocational and non-formal number of children referred to training



**Strategic Objective 2.5.2. Supporting social cohesion, psychosocial, academic and individual development of unaccompanied foreign children**

Activities	Responsible Institution	Related Institution/ Organization	Time	Performance Indicator
Increasing the number of activities to support the social integration of unaccompanied foreign children	ASHB	MEB GİB GSB SGK Municipalities STK	Permanent	Number of activities
Dissemination of supportive animations, informative and educational materials on issues such as the rights, legal responsibilities and social adaptation of unaccompanied foreign children	GİB	ASHB ÇSGB MEB İB	Permanent	Number of materials Distributed or published



## 2.5. SERVICES FOR CHILDREN AFFECTED BY DISASTERS, CRISES AND EMERGENCIES



**REPUBLIC OF TÜRKİYE**  
**MINISTRY OF FAMILY AND**  
**SOCIAL SERVICES**

### Strategic Objective 2.5.3. Ensuring coordination among institutions and strengthening the legal infrastructure for unaccompanied foreign children

Activities	Responsible Institution	Related Institution/ Organization	Time	Performance Indicator
Establishing a coordination plan for the implementation of services for unaccompanied foreign children	GİB	ASHB SB MEB GSB SGK Municipalities STK	2024	Created coordination plan
Implementation of a legal person guardianship system to ensure more effective care and supervision of unaccompanied foreign children	AB	ASHB GİB	Permanent	Related Topic number of legislation issued
Increasing inter-institutional cooperation in order to carry out family reunification procedures for unaccompanied and separated foreign children more effectively	GİB ASHB	DB STK International Organizations	Permanent	Number of protocols Number of family reunifications
Strengthening and expanding inter- institutional coordinated temporary accommodation centers that can provide protection and shelter for unaccompanied foreign children until the completion of age determination and infectious disease examinations	GİB	SB ASHB MEB AB STK International Organizations	Permanent	Number of centers opened Number of protocols





**REPUBLIC OF TÜRKİYE**  
**MINISTRY OF FAMILY AND**  
**SOCIAL SERVICES**

**ACCESS TO INFORMATION TECHNOLOGIES**  
**AND SAFE INTERNET USE**



## 2.6. ACCESS TO INFORMATION TECHNOLOGIES AND SAFE INTERNET USE



**REPUBLIC OF TÜRKİYE  
MINISTRY OF FAMILY AND  
SOCIAL SERVICES**

In recent years, with the advancement of information technologies and the widespread use of the Internet, including fax machines, mobile phones, televisions, computers, information networks and online databases, as well as micro-electronic data transmission, access to and transfer of information on all subjects has accelerated.<sup>18</sup>

Today, although these rapid access opportunities have beneficial aspects such as saving time for users and facilitating access to written, oral and visual resources, they have also made it difficult to control these resources, especially for children. Although this process may cause children to be exposed to content that may negatively affect their psychosocial development, research shows that children use digital media for a number of common and positive purposes such as establishing positive social connections, accessing quality information, contributing to education, developing self-expression skills, productivity and having fun.<sup>19</sup>

In this context, technology plays an important role in increasing the interaction of individuals with special needs with their environment and serves to facilitate the daily lives of individuals with special needs with the opportunities it provides. Today, technology, which is present in all areas of training and in most of our daily lives, not only provides equality of opportunity in education but also improves the quality of life of individuals with special needs.

In addition, the issue of ensuring that all individuals in society can benefit from the opportunities brought by digital technology tools and the internet, as well as protecting them from harmful content, comes to the fore.

It is seen that the decrease in the use of areas where children can communicate face-to-face with their peers, the replacement of this with rapidly increasing digital technology areas and the fact that these channels have become an indispensable part of children's daily lives can cause many negative effects on children. Among these negative effects, children and young people developing addiction to the tools they spend time in digital environments such as tablets, phones and computers can be counted among these negative effects.<sup>20</sup>

Addiction can be defined as the use of a substance or the continuation of a behavior despite its harmful consequences and the inability to control it. Behavioral addiction is a state of addiction in which substance-seeking behaviors are exhibited without addiction to a substance and is extremely important in terms of its potential negative consequences for both the individual and society.

<sup>18</sup> Yeşilorman, M. and Koç, F. (2014). A critical view on the technological foundations of the information society. *Firat University Journal of Social Science*, (24) 1: 117-133.

<sup>19</sup> Konuk, N. and Güntaş, S. Social media usage training and social media usage as an educational tool. *International Journal Entrepreneurship and Management Inquiries*, 3 (4): 1-25.

<sup>20</sup> Mustafaoglu, R., Zirek, E., Yasacı, Z., & Razak Özdiñler, A. (2018). Negative effects of digital technology use on children's development and health. *Addicta: The Turkish Journal on Addictions*, 5 (2): 1-21.



Today, with the increasing use of technology, new behavioral addictions such as computer games, television, mobile phone and internet addiction have emerged. Despite the arguments pointing to the benefits of introducing children to technology at a young age, there is evidence that technology can be harmful to children's development and health if it is not used properly.<sup>21</sup>

With the increase in interaction with screens and the time allocated for games on technological devices, the time children spend alone increases, while their face-to-face communication with their peers decreases (*See Child with Statistics*). Although games played on technological devices are fun and intriguing, it is known that many games have indirect or direct violent content. Violent digital games may convey the message that violence can be used as a means of problem solving, and that any means can be used to achieve the goal, win or rule more people. In addition, preschool and school-age children's use of digital technology causes them to spend less time on physical activities that are appropriate for their age and development, to have attention and adaptation problems, eating disorders, sleep problems, not to participate actively in daily life and to interact less with their environment.<sup>22</sup>

New risks and violations of child rights arise from the digital environment due to the increase in children's access to the internet, their time online, and their use of mobile devices such as tablets and smartphones; the fact that they try to conduct most of their communication through social media platforms; and the fact that they spend time on these devices with different platforms and internet games (*See Child with Statistics*). Digital media can bring children face to face with contact risks including online and offline risks such as violation of privacy, cyberbullying, and carrying communication with an individual encountered on an online platform to real life. Another risk that children may face in the digital world is content risks. It is known that the digital environment poses a significant risk to the healthy development of children if the content that children watch, listen to and read is often not appropriate for their age and development in terms of their psychosocial development.

Children's early exposure to technological devices, spending too much time with them and being exposed to inappropriate content may have a negative impact on their self-control, mental flexibility, and ability to understand other people's thoughts and feelings.<sup>23</sup> It is seen that the increase in the variety of technological devices may cause weakening in children's ability to sustain attention.<sup>24</sup> Considering these factors, technological devices

<sup>21</sup> Arısoy, Ö. (2009). *Internet addiction and its treatment. Psichiatriye Güncel Yaklaşımlar*, 1(1): 55-67.

<sup>22</sup> Kanter, A. (2020). *The effect of digital addiction on problem behaviors in preschool children. Social Science Studies* 8 (2): 207-221.

<sup>23</sup> Nathanson, A. I., Sharp, M. L., Aladé, F., Rasmussen, E. E. ve Christy, K. (2013). *Okul öncesi çocuklarda televizyona maruz kalma ile zihin kuramı arasındaki ilişki. Journal of Communication*, 63 (6): 1088-1108

<sup>24</sup> Fan, J., McCandliss, B. D., Fossella, J., Flombaum, J. I., & Posner, M. I. (2005). *The activation of attentional networks. NeuroImage*, 26(2), 471-479. <https://doi.org/10.1016/j.neuroimage.2005.02.004>



## 2.6. ACCESS TO INFORMATION TECHNOLOGIES AND SAFE INTERNET USE



**REPUBLIC OF TÜRKİYE  
MINISTRY OF FAMILY AND  
SOCIAL SERVICES**

can interrupt children's imagination and language development, and negatively affect their ability to process information and develop early literacy skills. In addition, excessive use of technological devices can hinder the development of children's cooperation and sharing skills, reduce their motivation, and negatively affect their ability to take responsibility and complete a task, thus putting their emotional development at risk.

In this context, recognizing the existing opportunities and risks and managing them effectively will enable young people and children, who are called "digital natives (digital generations)" in Türkiye, to use these technologies in a more qualified, accurate, effective and productive manner. Since children are inherently vulnerable to issues such as cyberbullying, inappropriate content, protection of personal data and invasion of privacy, families or adults providing care and services to children have a special responsibility regarding children's use of technology, media and the internet. In particular, the protective and educational responsibility of parents on children is important in terms of protecting children against the risks caused by various practices and practices in the digital world. In this respect, it is necessary to provide digital citizenship and media education, to prepare content on children's safe use of the internet and to inform families and individuals responsible for the care of children about this content.

Supporting families with activities to raise awareness on the safe use of technology and ensuring the permanence of these activities will contribute positively to the field of child welfare, taking into account the age periods of children with technological developments. In order to protect children's personal data and privacy, it is of great importance to raise the awareness of related institutions and organizations, non-governmental organizations, children and parents and to share responsibility in this regard.

Among the measures to be taken within the scope of access to technology and safe internet use are ensuring that children use these tools appropriately in the context of the opportunities offered by permanently changing and developing information and communication technologies, protecting children from the possible risks of information and communication technologies, ensuring that they allocate time for daily life activities that can contribute to their physical and mental development, producing and developing policies that will increase the awareness of parents, children and every individual in the society towards information technology communication tools.



**Strategic Aim 2.6. Access to information technologies and safe internet use**

**Strategic Objective 2.6.1. Protecting children from the risks of digital environments and supporting their development**

Activities	Responsible Institution	Related Institution/ Organization	Time	Performance Indicator
Establishing a control and coordination mechanism to protect children from harmful content in digital environments	BTK	İB STB AB MEB ASHB KDK RTÜK	2025	Established coordination mechanism
Developing, disseminating and encouraging the implementation of child-friendly visual, audio and written broadcasting principles	RTÜK MEB ASHB KTB	DİB GSB UAB BTK MEB TRT Media Organizations	Permanent	Number of content Developed editorial principles



## 2.6. ACCESS TO INFORMATION TECHNOLOGIES AND SAFE INTERNET



REPUBLIC OF TÜRKİYE  
MINISTRY OF FAMILY AND  
SOCIAL SERVICES

### Strategic Objective 2.6.1. Protecting children from the risks of digital environments and supporting their development

Activities	Responsible Institution	Related Institution/ Organization	Time	Performance Indicator
Protecting children from risks in the digital environment, protecting personal data, ensuring privacy, and raising their awareness about their digital rights	BTK KVKK	ASHB STB MEB AB İB RTÜK TRT	Permanent	Number of activities Number of children trained Number of guidance documents
Strengthening the incentive mechanism for the publication of informative content developed for children on digital platforms and mainstream media channels	BTK RTÜK	ASHB MEB İB GSB TRT Media Organizations	Permanent	Created public service announcements, short promotional videos Number of legislative amendments realized Number of published content
Training for children and parents on improving communication within the family and preventing digital addiction	BTK STB ASHB MEB	SB Municipalities	Permanent	Number of children trained Number of parents trained



**Strategic Target 2.6.2. Taking measures to protect children from content that may adversely affect their development**

Activities	Responsible Institution	Related Institution/ Organization	Time	Performance Indicator
Revising the education curriculum to address the opportunities and risks posed by new technologies	MEB	BTK STB ASHB RTÜK	Permanent	Number of revised content
Ensuring that friendly applications that can be an alternative for children are developed by taking into account the needs of children with special needs (website, mobile application, etc.) and that educational content is included in them	STB ASHB MEB	KTB BTK TRT	Permanent	Number of applications developed
Conducting awareness-raising activities for children and adults on cyber fraud	İB BTK	ASHB MEB RTÜK TRT Media Organizations	Permanent	Number of materials developed Number of activities organized
Educating children on internet ethics	MEB	BTK ASHB	Permanent	Number of trainings given









**REPUBLIC OF TÜRKİYE**  
**MINISTRY OF FAMILY AND**  
**SOCIAL SERVICES**

**MONITORING AND ASSESSMENT**





Monitoring and assessment process is one of the indispensable requirements for success in the current action plan. It is important to take a holistic view of the extent to which the Institutions have achieved the goals and targets they have set together, and what needs to be done in the ongoing timeline for those that have not been achieved. The fact that the document imposes responsibilities on more than one Institution makes it necessary for the goals and targets to be monitored by a Responsible Institution and for an effective and transparent accountability mechanism to be established for their realization.

The authority to monitor and revise this action plan is under the secretariat of the Directorate General of Child Services of the ASHB and the responsibility of the Child Rights Monitoring and Evaluation Board. Within the framework of this responsibility, the implementation of the action plan will be monitored in cooperation with Institutions and with a policy that will enable child participation.

A reporting format will be established by the Directorate General of Child Services for the monitoring of the activities included in the action plan. Within the framework of the determined reporting format, the Institutions and organizations responsible for the Action Plan will send their reports to the Directorate General for Child Services once a year in December.

Within the framework of the Annual Monitoring Report compiled by the Directorate General of Child Services in line with the reports submitted by the responsible organizations, an annual assessment of the Action Plan will be made by the “Child Rights Monitoring and Evaluation Board”, which meets throughout the year with the participation of senior representatives of institutions and organizations under the chairmanship of the Minister of Family and Social Services.

The actions in the 2023-2028 Türkiye Child Rights Strategy Document and Action Plan should be implemented in coordination by all Institutions.



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**REPUBLIC OF TÜRKİYE**  
**MINISTRY OF FAMILY AND**  
**SOCIAL SERVICES**

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**REPUBLIC OF TÜRKİYE**  
**MINISTRY OF FAMILY AND**  
**SOCIAL SERVICES**



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