



BASAK CULTURE AND ART FOUNDATION

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YOU HAVE THE CHOICE HEAR MY VOICE

THE EFFECT OF THE MIGRATION ON CHILDREN
AND YOUNG PEOPLE 2004 -2010
THE RESULT OF THE COMPARATIVE RESEARCH





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The "You Have a Choice Hear My Voice" project have funded by Netherlands Istanbul Consulate Human Rights Fund and Basak Culture and Art Foundation and conducted by the partnership of Istanbul Bilgi University Center for Immigration Studies.

This publication was created with support from the Netherlands Istanbul Consulate. In the last opinion of this publication in no way reflect the opinion of the Netherlands Istanbul Consulate.

“YOU HAVE A CHOICE HEAR MY VOICE”

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FOREWORD

In 2010 SES-DUY research of Başak Culture and Arts Foundation investigating the impacts of forced migration on the children and youngsters, İstanbul Bilgi University Center for Migration Research participated as the project partner and provided academic support. With this Foreword, we would like to share some notes about the research and our acknowledgements as the Center.

In 2010 SES-DUY research, which aimed at repeating the Başak Culture and Arts Foundation's 2004 SES-ÇIK research investigating the impacts of forced migration on the children and youngsters, the families interviewed back in 2004 were contacted again for assessment of their lives in İstanbul, especially on terms of life conditions of children and youngsters. However since the main goal of 2004 SES-ÇIK research was to scrutinize the psycho-social impacts of forced migration on children and youth and to provide psychological counseling afterwards, the current research is not an exact repetition of 2004 SES-ÇIK.

At the preparation stage of 2010 SES-DUY field research, the child survey of "Child 'Well-Being'" Research done with TÜBİTAK's support, was prepared, carried out on the field and the data was received. Since SES-DUY's target group is children and youngsters and its aim is to investigate their situation, with the permission and support of the research team some of the questions prepared for the "Child 'Well-Being'" research were also used in this research. This enabled the report to make even though limited, three different comparisons: In line with the aim of the research, the first is the comparison of 2010 data with 2004 data based on the questions addressing children and youngsters; the second is the comparison of the "Child 'Well-Being'" research's data representative of İstanbul with the data about children and youngsters from families that experienced forced migration; and the third comparison, however limited, is between the data of İstanbul provided by TurkStat and the data about children and youngsters from families with forced migration experience.

We believe that these comparisons are very important. To find out what kind of support is needed by those families' children and youngsters living in İstanbul in the last 6 years, the one and only way is determining their problems in an accurate manner and making them visible. This report is written to share the comprehensive information gathered through the research with a wider public, to show the emergent picture to the related parties, to create the opportunity for more detailed research and to propose solution.

While some of the data presented by the report support the findings of former researches, such as the finding that families that experienced forced migration have considerably economic hardship, the report also involves quite striking novel findings. To specify a few of these findings:

34.7% of participant households experienced at least one under-five year old child death.

33.2% of participant children and youngsters do not have a bed of their own.

The main problem in the education especially for children is dropping out rather than enrollment.

The report moreover argues that while evaluating the return propensities of children and youngsters, “yes” and “no” as answers categorically excluding each other are inadequate. One third of the children and youngsters prefer the option of seasonal going and comings which implies the lasting of the bonds with Istanbul. As one can also conceive from the interviews presented as appendix at the end of the report, neither returning nor staying are voiced in a very clear way. Even when they are voiced in a clear way, there are still contradictory expressions. The fact that both options have pros and cons makes it harder for children and youngsters to prefer one of them. This situation of in-betweenness felt by everyone who migrates, is felt deeper by the children of families forced to migrate. For these children and youngsters having hardships such as poverty, deprivation and compliance with urban life, the questions of wanting-not wanting to be schooled, wanting-not wanting to work, or wanting-not wanting to return are not easily answered with “yes” or “no”. Even though one of these is voiced, what it really means for the children should be deeply investigated.

Indeed, each of the sections of this report could be investigated with more detailed qualitative and quantitative researches. Nevertheless one point remains to be underlined with greater concern: to make the lives of the children and youngsters, reflected as numbers and percentages in this report, healthier, happier and more livable, children and youngsters centric social policies must be urgently developed, hearing the needs they voiced and aiming at solutions. The data in this research and alike achieve their purposes if they are used as reference for policies aiming to solve the problems they raised.

As Istanbul Bilgi University Center for Migration Research, for the support they provided we would like to thank the Research Team of “Child ‘Well-Being’”; our dear friend Dr. Emre Erdoğan and Ebru Işıklı from INFAKTO Research Workshop; all the honored participants of the workshop organized to discuss the preliminary findings of the survey in Istanbul Bilgi University; our dear Professor Ayşe Buğra suggesting us Ayşe Alınacıık who meticulously carried out the research and the writing of the report.

This research, funded by the Human Rights Fund of the Consulate General of the Netherlands in Istanbul, would never be realized without the volunteers and interviewers of Başak Culture and Arts Foundation. Without them, the families participated in 2004 survey could never be founded, even if they did, it would never be possible that many families to be convinced to participate again. Those who realized this research are the project coordinator Ayşe Tepe who strived to solve all problems with her positive energy, the field coordinator Hümeýra Tusun Yeğın who performed this role in this tough field with a great devotion and Ayşe Alınacıık who carried out each stage of this research and the writing of the report with her attention and meticulousness. And certainly ?? those adults, youngsters and children who participated in the research... We would like to thank them all for this research.

Pınar Uyan

Istanbul Bilgi University Center for Migration Research

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PREFACE

With project called SES –ÇIK (Don't Make an Issue Lay Claim to) which was supported in the scope of "Micro-Projects Programme of European Initiative for Turkey 2001 , sponsored by European Commission Turkey Representative for the Democracy and Human Rights" in 2004, we had intended find solutions and make visible to the problems of children and young people who were victims of forced migration. Since "SES-ÇIK" project report published, many universities, academic communities, NGOs, concerned individuals and institutions that conducting a study of this area, were used as a source. After these projects, both from the need to update our foundation data and at the request of doctoral students and academic circles, we decided to do SES-DUY (Have a choice hear my voice) project. Bilgi University Research and Application Center for Migration that have respected academic research on migration and long-term cooperation with us, have agreed on proposed partnership with a great friendship.

We have expressed our solutions in numerous panels and meetings that we have participated by sharing "SES-ÇIK" data and the issues of forced migration that has a great place within our target group. In accordance the needs were determined by these data, both for making visible the problems of our target groups and our seven years continuing work with children and young people who are poor, disadvantaged and living at risk brought the question of what more can we do, into the agenda. To determine those needs, to observe changes in the lives of these people from 2004 to this day, we realized the project called "SES-DUY" that also reflects current problems.

"You have a voice hear my voice " project was conducted between December 1 2009-31 August 2010 in the total of 15 districts, 13 of them from Anatolian side and 2 European side of Istanbul Turkey Sultanbeyli, Atasehir, Kadıköy, Kartal, Pendik, Sancaktepe, Umraniye, Uskudar, MaltepeBeykoz, Tuzla, Sultangazi, Coach, Sisli, Gebze, Turkey) funded by Netherlands Consulate General of the Human Rights Fund and Basak Culture and Art Foundation and with the cooperation of Istanbul Bilgi University Research and Application Centre for Migration.

Overall results that we have reached in our research were that the required steps to improve the situation of families who forcedly migrated to other cities have not been taken. While the problems created by immigration maintaining, poverty deepened steadily, and the possibility of children and young people completing their training and benefit from social-cultural life, remained at low

levels. As there aren't any policies developed to solve the problems of immigration these people have been left alone and ignored. This situation that they have to face wasn't their choice from the beginning made it difficult for them to adapt cultural and social environment and has led to serious economic problems. Our goal, as well as to draw attention to the existence of these problems it is also sharing necessary improvement should be made in the living standards of victims of immigration with stakeholders and public.

Forced migration is an infringement of rights. People have had to leave their living territory outside of their own volition and their most basic rights of life and the safety are threatened. When the political and social consequences of this problem examine, hints are emerging about what needs to be done for solving the issues. For those who want to return to the places they migrated should be facilitated as well as the economic and social improvements of life in the city needed to be facilitated. At the same time, it is very important to solve the heaviest problems of those children and young people are facing in every area of life specially, in education and work and to create opportunities to strengthen their participation in social life. The elimination of disadvantage and risk of their lives directly linked with creating opportunities for them. How long the migration that seriously effects demographic and urban environment of cities and from time to time it forefront by political outcome will be ignored? We believe that every step towards the solution of migration will serve for social peace and serenity.

We thank to everyone who have contributed from the initial phase until the end of our project, our volunteers for their assistance and support, the survey participants families, children and young people for opened their doors, interviewers team conducting the field research with the dedication Yakup Narin, Perihan Alma (Berivan), Murat Çiçek, and Kadriye Kurt, Abdurrahim Erbek and the field coordinator Humeyra Tusun Yeğen organized the work area until very late . Assistant Prof. Pınar Uyan for her great contributions in every phase of the project, to Elena La Rovere for preparing cover graphics and banners, to Ulaş Karakoç and Alpan Birelma for translation, to the sociologist Ayşe Alınçık for preparing the project report for publication and to academicians and educators for offering us their opinions and suggestions.

Ayşe Tepe

Basak Culture and Art Foundation /Project Coordinator

CHAPTER I. THE CONTENT AND THE METHOD OF THE RESEARCH

1.1. The Subject of the Research

In this research the data of Başak Culture and Arts Foundation's research SES-ÇIK, 2004 which scrutinizes the impacts of forced migration on the children and the youth are updated with face-to-face interview technique. With the assumption that important changes may have occurred in the lives of those subjected to forced migration, this research scrutinizes to what degree forced migration continues to have an impact on the lives of the children and youth by re-visiting the households participated in the study SES-ÇIK. The research gathered information about to what extent those families who keep live in Istanbul since 2004 have an access to urban life and its opportunities, and especially information about children and youngsters' experiences related to health, education, working life, living space and city.

1.2. The Goal of the Research

The goal of this research is to reveal the changes occurred in the living conditions of the families subjected to forced migration in the period they stayed in Istanbul. The content of the research is the determination of what kinds of changes occurred in the social and economic conditions of the families examined in the study of SES-ÇIK in 2004 and the impacts of the migration on the lives of the children and the youth. In this sense the psychological impacts of the forced-migration scrutinized in the study of SES-ÇIK is not covered in this research. This study wants to answer what kind of changes the family members experienced in Istanbul in the fields such as education, work, living standards, social relations, and the tendency to migrate back. Furthermore the children and youth are asked to interpret their experiences in the school, workplace, at home, in the neighborhood and Istanbul; these interpretations of the respondents are extensively covered in the study.

Compared to other researches done in this field, the most important difference of this study is not that it repetitively uses some essential questions of 2004 research, but that it also asks these questions to the same households. To what degree the families, which came to Istanbul with forced-migration and stayed in

the city, benefit from the opportunities provided by the urban life and whether there is any change in their participation in urban life are investigated. Since the goal is to make a temporal comparison of the impacts of the migration on the children and the youth, methodologically it is assumed that the children and the youth are agents of their own lives and thus their interpretations constitute the core of this research.

1.3. The Methodology of the Research

1.3.1. The Universe of the Research

Since the sample is defined as the households participated in the study of SES-ÇIK in 2004, first of all the questionnaires of SES-ÇIK and the addresses of the households are reviewed. At this stage a problem about the number of the households was realized. Although the number of households which were interviewed was declared as 500, we found out that the number of different addresses we have on the questionnaires was 430. When we reached the interviewees in 2004 through the addresses we have or through the volunteers of the Başak Culture and Arts Foundation participated in the previous research, we realized that some of the households interviewed were composed of the families living together at that time. Since the main goal of the research is to compare the interpretations of the children and youth in the determined issues, the sample of this research is identified to be 430 households based on the number of addresses in SES-ÇIK.

Table 1. The information about the households in the sample of the research SES-DUY

	N	%
Interviewed Households	353	82%
Cannot be reached	34	8%
Returned their hometowns	16	3.7%
Do not want to be interviewed	16	3.7%
Moved to the other cities	6	1.4%
Moved abroad	5	1.2%
Total (Number of households participated in the SES-ÇIK research)	430	100%

In the fieldwork conducted in February, March and April 2010, 369 of the 430 households, interviewed in the project SES-ÇIK were reached. While 353 adults accepted to participate in the survey, 16 adults rejected due to various reasons. Even though 127 of the 352 households had moved to other addresses, they were reached by the volunteers of Başak Culture and Arts Foundation through the acquaintances of the households.

34 households which participated in the study of SES-ÇIK in 2004 could not be found in their addresses and their current contact information could not be found. It is observed that some of these addresses were in the very low quality living environments which might be considered as transition areas, so that some of those houses were demolished and the new houses were built in their places. 16 households returned to their hometowns due to economic or social reasons such as the wedding of the children as declared by their acquaintances. While 6 households moved to the cities outside the forced-migration zone such as İzmir, Adana, Mersin and Gaziantep; 5 households took refuge in other countries due to political reasons as declared by their acquaintances.

Table 2. Interviewed households

	N	%
Interviewed households (n=430)	353	82%
Households interviewed in their new addresses (n=353)	127	36%

The fact that in the present research, interviewing 82% of the households participated in the study SES-ÇIK is a very important indicator about the fieldwork. When the significant portion (36%) of households which have moved to different addresses also taken into consideration, the high ratio of the participation in the survey shows how the field work was conducted. The participation of the volunteers of Başak Culture and Arts Foundation which mediated the study of SES-ÇIK 2004 in the present research proved to be very effective in reaching the households and persuading them to participate in the survey again. Furthermore the fact that the interviewers were not unfamiliar with forced migration played an important role in the acceptance of the families to participate in the research.

The fieldwork was conducted in the metropolitan area of Istanbul, in its 15 districts, namely Üsküdar, Sultanbeyli, Maltepe, Kartal, Pendik, Beykoz, Tuzla,

Ümraniye, Kadıköy, Ataşehir, Sancaktepe, Sultangazi, Esenler, Şişli and Gebze. Compared to the districts covered by the study SES-ÇIK (Kadıköy, Üsküdar, Ümraniye, Sultanbeyli, Maltepe, Kartal, Pendik, Tuzla, Beykoz) new districts are added due to the moving of the families, and rearrangement of the district borders of Istanbul in 2008.¹ Unlike SES-ÇIK, the reason of making surveys in the European side of Istanbul and in Gebze is because families have moved into the neighborhoods.

Table 3. Distribution according to the districts

	N	%
Sultanbeyli	68	19.26%
Ataşehir	56	15.86%
Kadıköy	34	9.63%
Kartal	31	8.78%
Pendik	29	8.22%
Sancaktepe	28	7.93%
Ümraniye	26	7.37%
Üsküdar	24	6.80%
Maltepe	19	5.38%
Beykoz	19	5.38%
Tuzla	15	4.25%
Sultangazi	1	50.28%
Esenler	1	0.28%
Şişli	1	0.28%
Gebze	1	0.28%
Total	353	100.00%

1.3.2 Questionnaires

Unlike SES-ÇIK in this research two different questionnaires are prepared for adults and for the children/youth. Since the aim was comparison with the study of SES-ÇIK, in the questionnaires the topics and questions which should be repeated are defined at first. The questions about the demography of the households, their economic conditions, living quality, life after migration in

¹ 5747 numbered, "The Act about the Foundation of new Districts within the Frontiers of Metropolitan Municipality and the Making Changes in some Acts," March 6, 2008.

Istanbul and will to migrate back to village, which were obtained in SES-ÇIK, are asked once more. By adding an “in-last-five-years” section to the adult survey, it is intended to evaluate the households’ economic conditions, social relations and their relationship with their children between the two studies.

In the children/youth survey, the same questions, like the children/youth’s education and work life, family relations and their habits which were asked in SES-ÇIK are asked once more. Unlike SES-ÇIK children are asked to interpret their experiences in these fields. Moreover in the sections of “space” and “information about the post-migration period” new questions are prepared and the children/youth are expected to interpret their spatial experiences in scales of city, neighborhood and house.

The reason the questionnaire of 2004 is much modified in this research is that the two studies have diverging goals. The main goal of SES-ÇIK was to investigate the psycho-social impacts of forced migration on the children and the youth. In this sense besides doing the survey investigating the themes mentioned above, the children/youth were subjected to a psychological test and those in-need were provided psychological counseling. Differently, this study aims to reveal the changes experienced by the children/youth of the families which came to Istanbul due to forced migration and stayed in the city since the survey of 2004. Thus in the questionnaire the questions about spatial experiences of home, school, workplace, neighborhood and city are given particular emphasis. This study examines the changes occurred in the lives of those children/youth in these areas in a detailed way.²

1.3.3 The Characteristics of Sample

In the fieldwork of this study done by using household and children/youth surveys totally 879 people are being interviewed. The household surveys are done with 353 adults (60% women, 40% men) representing the households accepted to participate in the survey. The children/youth surveys are done with

² This research, especially in the questionnaire for children and youth, made use of the questions formulized by the research group of *Understanding Child Well-being: Conceptualization, Assessment and Defining the Indicators* supported by TÜBİTAK (Project No: 108K235). By utilizing the concept of “well-being” this research composed of a quantitative study carried out in Istanbul and a qualitative study focused on a neighborhood of Istanbul. The report of the research is completed in June 2010 but is not printed yet.

260 children aged between 11-17 and with 267 youth aged between 18-24.³ While 51.5% of the interviewed children are male, 48.5% of them are female. 62.5% of the youth are female, 37.5% of them are male.

The demographical information of 2379 people living in 353 interviewed households is attained through the household surveys subjected to the adults. In each household 6.7 people live on the average. The average number of children for a household is 5.2. 60% of the households declared that they have a monthly income less than 1,000 TL, 72% of them declared that they are indebted to a person or institution. The interviewed household migrated from their hometowns 18 years ago on the average. 21.6% of the adults, 38.6% of the youth and 40% of the children never visited their hometowns after they came to the city. These ratios correspond to the 32% of all interviewees.

1.4. The Setup of Analysis

Following the training of interviewers and pilot research, the field work had began in February 2010 and completed in mid-April 2010. After the research the interviewers were asked to write a text revealing their ideas and experiences. One of the interviewers' text is included at the end of this report (Appendix 1). In the research also several in-depth interviews are conducted to improve the comprehension of the results of the quantitative research which composes the main part of the report. Five interviews done with five people from the target population of the research are added at the end of the report (Appendix 2). After the completion of data entry at the beginning of May 2010, a workshop was organized in Bilgi University with the participation of scholars and experts working on the areas of migration and child and the preliminary results of the research were shared. The content of the research report was prepared by taking the views of workshop participants into account.

The household survey utilized in the fieldwork is used to analyze the socio-demographic structure of the participant households. These data provide important information to audit the situation of the households live in. This data analyzed in Chapter 2.1 is composed of the information about the households' age and gender composition, educational, working and social security status,

³ In this study people under age 18 are defined as children following the international documents on "children's rights" and TurkStat (Turkish Statistical Institute).

economic conditions and living quality. The data about economic condition and living quality acquired by the household survey are used as variables in the analysis of children and youngsters' surveys.

The information obtained through children / young people surveys that applied to study is given wider space since it was the main focus of this research. By evaluating the questionnaire and preliminary results of the research, the chapters to be analyzed under distinct headings are determined as following: health, education, employment, family relations and relations with friends, spatial experiences of Istanbul in different scales such as home, neighborhood and city, and tendency to return. At the end of each chapter the relation of the chapter's topic with migration and the information acquired from the comparison with SES-ÇIK research are discussed.

CHAPTER II. THE ANALYSIS AND EVALUATION OF RESEARCH DATA

2.1. The Socio-Demographic Structure of the Households

This chapter presents the information declared by the adults representing the households participated in the research SES-DUY 2010 about those who live in the household and their living conditions.

- The profile of those adults interviewed is below:
- While 59.8% of those interviewed adults are women (n=211), 40.2% of them are men (n=142). 62.2% of the adults are 40 years old and above.
- 59% of the women (n=124) and 15.5% of the men (n=22) interviewed declared themselves to be illiterate. The ratio of those who do not have any formal school graduation but literate is 22.4% among women (n=47) and 48.6% among men (n=32). The ratio of those who graduated from primary school is 14.3% (n= 30) among women, and 48.8% among me (n=69). The last group of those graduated from higher grades than the primary school are 4.3% of women (n=9), and 13.4% of men (n=19).
- 33.6% of those adults declared not to be registered to any social security institution and 25.6% of them told that they have green card.
- While 30.3% of men are working in full-time jobs (n=43), 31% of them are working in part-time irregular jobs (n=44). 26.1% of men are unemployed (n=37) and 9.2% of them are declared that they not working due to reasons such as sickness (n=13). While 88.1% of women interviewed are housewives (n=185), 3.8% of them are full-time (n=8), and 5.2% of them are part-time irregular employees (n=11). While 4 women interviewed declared themselves to be unemployed (1.9%), one woman declared her selves to be unable to work due to reasons such as sickness. Only 2 men of those interviewed adults are retired (0.6%).
- 92.3% (n=325) of the interviewed adults are married, 5.7% (n=20) of them are widowed/divorced, 1.7% (n=6) are single.
- 19.5% (n=69) of the interviewed adults declared that they came to Istanbul in 1990 or before. While 35.7% (n=126) of them came in the period of 1991-1994; 36% (n=127) came between 1995 and 1999; and 8.8 % (n=31) between 2000 and 2004.
- 23.3% women (n=49) and 0.7% of men (n=1) expressed that they do not know Turkish.

With the household information table in the questionnaire the information of 2,377 people living in the 353 interviewed households about age, gender, education, work, social security involvement and marital status are received. Moreover adults who were interviewed are asked whether they have anyone in the household suffering physical or mental sickness. In this chapter besides these issues, the information acquired about the economic conditions of the households are also being scrutinized.

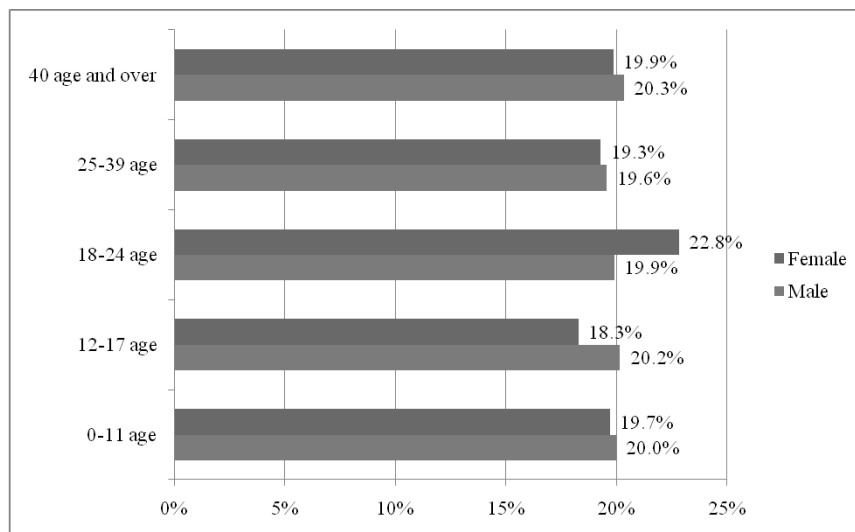
2.1.1 Age and Gender Composition

Table 4. Age groups

	N	%
40 and over	478	20.1%
25-39 age	462	19.4%
18-24 age	508	21.4%
12-17 age	457	19.2%
0-11 age	472	19.9%
Total	2377	100.0%

The analysis about the educational and working status of those living in the households is done according to the age groups presented in the Table 3. 965 people living in the households, corresponding to 40.6% of the household population, are the children and youth aged between 12 and 24 who are the real sample, this study focuses on. The fact that in the research 527 children and youth in this age range are interviewed is important in revealing that the potential concerns of that group about participation in the survey were overcome by the efforts of the interviewers to a great extent. 2% of the children of those interviewed in that age range are living away from their families due to reasons other than compulsory military service, wedding and education.

Figure 1. Age groups by gender



50.1% of the household population is male (n=1,190), and 49.1% is female. The distribution of household population in the age groups by gender is presented in Figure 1.

2.1.2 Educational Status

In this section the level of education and the reasons of non-enrollment and dropout are presented according to the interviewed adults representing the household.

2.1.2.a Level of Education

The level of education of the household population varies crucially across age. The problem of participation in the formal education decreases to a great extent for the lower age groups. While almost half of the group of aged 40 and over is illiterate (47.3%), the largest group of the age group of 25-39 is elementary school graduates (37%) (see Table 4 and Table 5). However the problem of dropping out of school for the age groups of 25-39 and 18-24 is a common one. The ratio of those dropped out of primary school is highest in the 25-39 age group (17.5%), and second highest in the 18-24 age group (15.7%) (see Table 6). 76% of the 12-17 age group is registered to a school. Within the non-participants

in this age group the largest group is those graduated from secondary school but did not proceed (11%) (see Table 7). If these result are evaluated together it could be argued that with the urbanization the problem of enrollment in the formal education system is seriously declined, on the other hand high rates of dropout emerges as a problem among the generations experienced compulsory migration (see Table 9). Furthermore it is observed that the longer the time spent in Istanbul by the household, the longer the Istanbul born children are staying in school. This change in the households' level of education emerged with urbanization does not vary across gender, but in each age group women's level of education is lower than men's.

Aged 40 and over

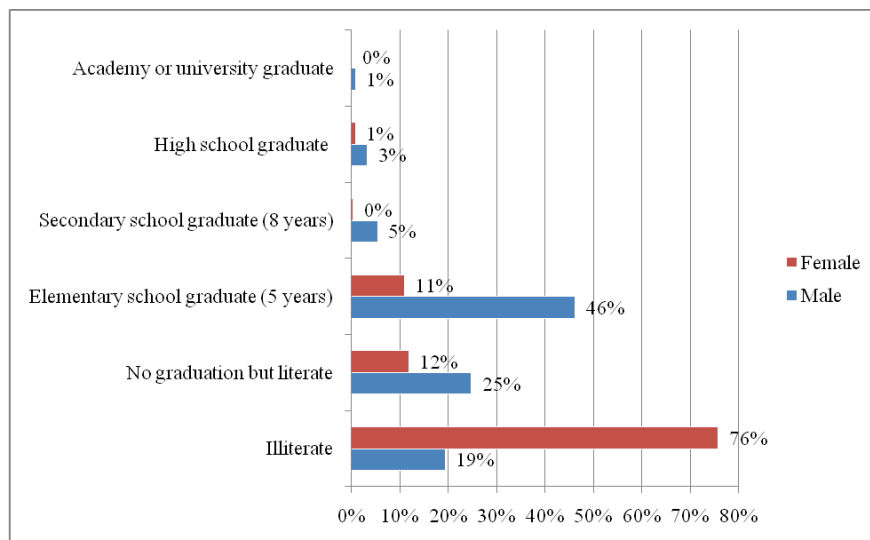
In the interviewed households there are total 478 people, 242 men and 236 women aged 40 and over.

Table 5. Level of education for those aged 40 and over

	N	%
Illiterate	226	47.3%
No graduation but literate	88	18.4%
Elementary school graduate (5 years)	138	28.9%
Secondary school graduate (8 years)	14	2.9%
High school graduate	10	2.1%
Academy or university graduate	2	0.4%
Total	478	100.0%

47.3% of household residents aged 40 and over are illiterate. The second largest group in terms of level of education is elementary school graduates constituting 28.9%, and the third largest group is those who did not graduate any school but can read and write. The presentation of the level of education by gender in this age group is in Figure 2.

Figure 2. Level of education of those aged 40 and over by gender



The presentation of the level of education with gender dimension is more striking. While 76% of women aged 40 and over are illiterate, 12% has no diploma but is literate. For men these ratios are 19% and 25% respectively. The ratio of elementary school graduates for women is 11, and for men 46%. For the women aged 40 and above the problem seems to be non-enrollment rather than dropout.

Aged 25 - 39

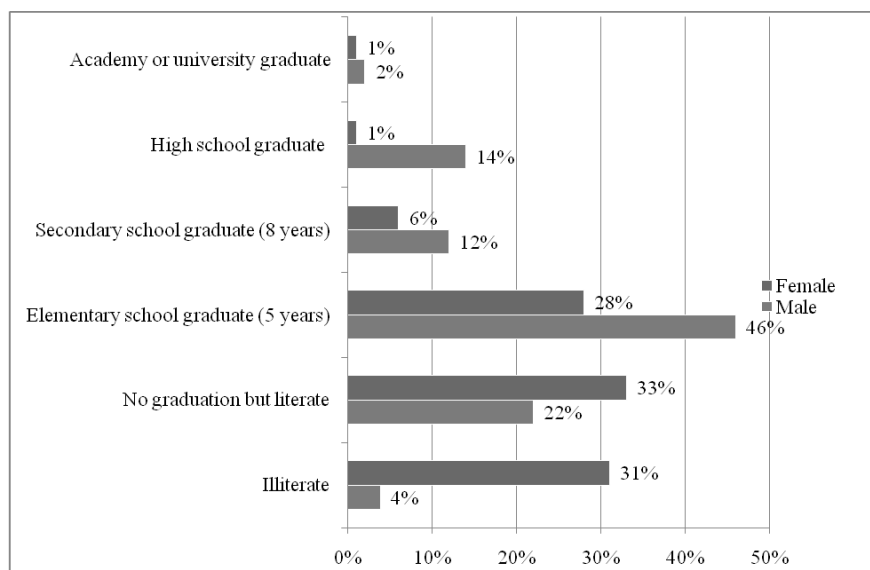
462 people aged 25-39 live in the households, whose 50.4% is male (n=233) and 49.6% is female (n=229).

Table 6. Level of education in 25-39 age group

	N	%
Illiterate	80	17.3%
No graduation but literate	127	27.5%
Elementary school graduate (5 years)	171	37.0%
Secondary school graduate (8 years)	42	9.1%
High school graduate	36	7.8%
Academy or university graduate	6	1.3%
Total	462	100.0%

17.3% of those aged between 25-39 are illiterate and 27.5% refers to those who did not graduate any school but are literate. Those who dropped out elementary school (17.5%) are represented in this group. The ratio of those graduated from elementary, secondary and high school seriously increased in this age group compared to the age group 40 and over. While the illiterate constitutes the largest group for aged 40 and over, elementary school graduates are the largest group in the age group of 25-39. The level of education by gender for this age group is presented in the Figure 3.

Figure 3. Level of education for the 25-39 age group by gender



Similar to 40 and over age group there are serious differences in 39-25 age group between men and women in terms of participation in the formal education. 31% of women are illiterate, and 33% of them are literate but did not graduate from any school. For men these ratios are 4% and 22% respectively. The ratio of elementary school graduates is 28% for women and 46% for men. While in this age group 16% of men are high school or university graduates, same ratio is 2% among women.

Aged 18-24

508 young people aged 18-24 live in the households. 46.7% of the youth is male (n=237), 53.3% is female (n=271).

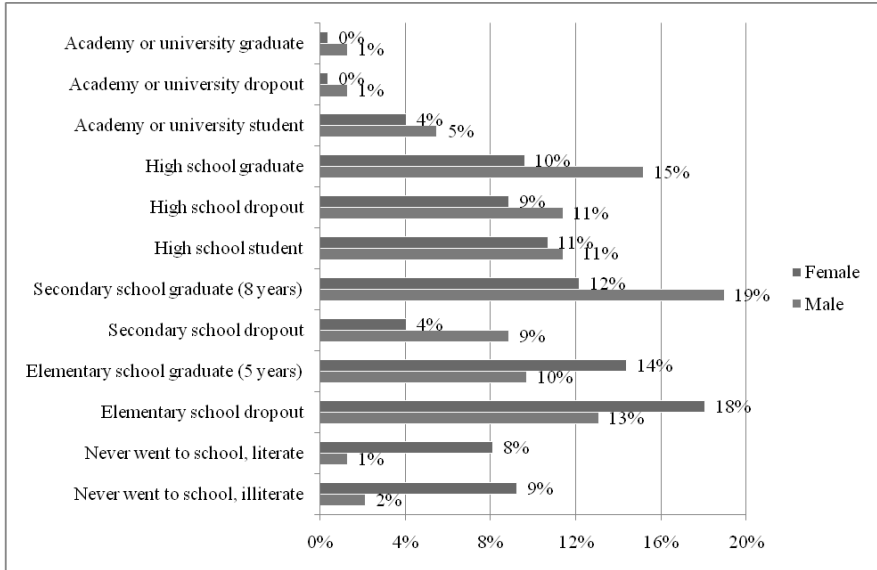
Table 7. Level of education in 18-24 age group

	N	%
Never went to school, illiterate	30	5.9%
Never went to school, literate	25	4.9%
Elementary school dropout	80	15.7%
Elementary school graduate (5 years)	62	12.2%
Secondary school dropout	32	6.3%
Secondary school graduate (8 years)	78	15.4%
High school student	56	11.0%
High school dropout	51	10.0%
High school graduate	62	12.2%
Academy or university student	24	4.7%
Academy or university dropout	4	0.8%
Academy or university graduate	4	0.8%
Total	508	100.0%

Compared to other age groups, the rate of illiteracy falls to 5.9% in the 18-24 age group. For this age group the problem related to the education is the problem of dropout rather than enrollment. Therefore the level of education for 18-24 age group is presented in Table 6 with the levels of dropping out. In this age group the ratio of those who registered to the upper level of education but dropped out later is 32.9%. The interviewed adults representing the households declared that 15.7% of the children and youth are elementary school dropouts. The ratio of those who did not graduate any school, but are literate is 20.6%. This ratio is very high than 5.5% calculated by using educational statistic of TurkStat for Istanbul.⁴ The reason of this difference is greatly due to the low rates of elementary school graduation of those children living in the interviewed households. This result should be related to the migration. 45.1% of the youth do not have secondary school diploma. The other important result is the low rates of 5.3% of the university graduates or students. The level of education for this age group by gender is presented in Figure 4.

⁴ See education statistics of TurkStat (Turkish Statistical Institution) conducted according to 2009 Address Based Registration System. Source: <http://tuikapp.tuik.gov.tr/adnksdagitapp/adnks.zul?kod=2>.

Figure 4. Level of education for the 18-24 age group by gender



Even though for the women aged 18-24 the problem of participation in education is lower, it endures. 17% of women have never been in school, and 18% dropped out of elementary school. Those who graduated from secondary school and higher levels constitute 46% of women. 3% of men aged 18-24 have never been in school, and 13% dropped out of elementary school. Those who graduated from secondary school and higher levels constitute 65% of men. The women of 18-24 age group living in the households interviewed dropped out of formal education in lower ages than men.

Aged 12-17

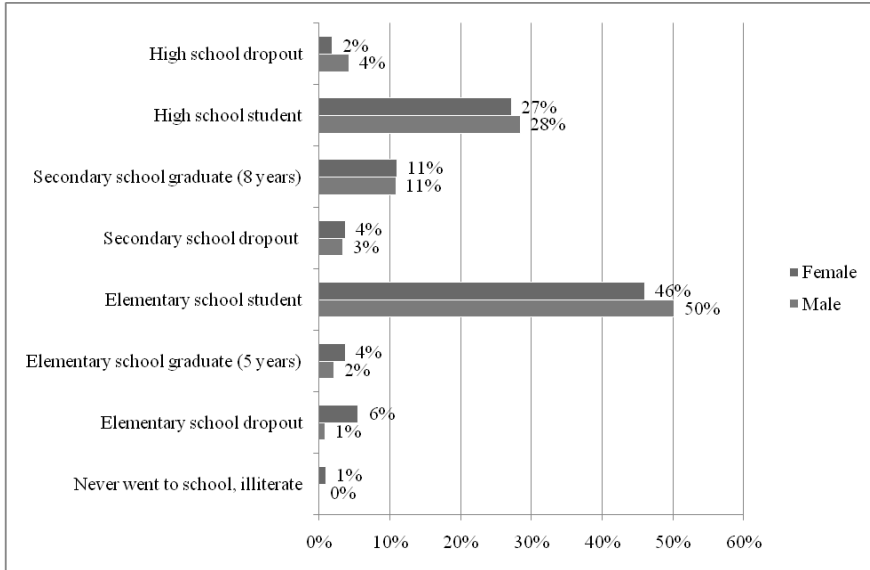
456 children live in the households aged between 12 and 17. 52.4% of them are male (n=239) and 47.6% are female (n=217).

Table 8. Level of education in 12-17 age group

	N	%
Never went to school, illiterate	2	0.4%
Elementary school dropout	14	3.1%
Elementary school graduate (5 years)	13	2.9%
Elementary school student	220	48.2%
Secondary school dropout	16	3.5%
Secondary school graduate (8 years)	50	11.0%
High school student	127	27.9%
High school dropout	14	3.1%
Total	456	100.0%

76.1% of children in the households aged 12-17 are students in high or lower schools. 23.9% of children are not registered to any school. The level of education in this age group is presented according to gender in Figure 5.

Figure 5. Level of education by gender for the 12-17 age group



The ratio of those registered to a school is 73.3% for girls, and 78.7% for boys. The two illiterates in this age group are girls. In this age group similar to 18-24, girls drop out of the educational system earlier than boys. 6.5% of girls and 0.8% of boys do not have elementary school diploma. The ratio of high school dropouts is 4% for boys, and 2% for girls.

Aged 0-11

472 children live in the interviewed households. 50.4% of the children are boys, 49.6% are girls.

Table 9. Level of education in 0-11 age group

	N	%
Is not going to school yet	224	47.5%
Preschool education	5	1.1%
Elementary and Secondary School Student	243	51.5%
Total	472	100.0%

In this age group 51% of the children are elementary and secondary school students. Only 5 children are participating in the preschool education. In this age

group there is not a dropout problem. Therefore the level of education does not vary across gender.⁵

2.1.2.b The Reasons of Non-enrollment and Dropout

According to declarations of interviewed adults about the household population, the reasons of non-enrollment and dropping out vary across age and gender. With urbanization the impacts of infrastructural problems of education system (nonexistence or distance of a school) diminishes completely, but the impacts of the families' value judgments (such as not letting the girls to attend school) decrease gradually. These reasons are replaced firstly by economic problems experienced by families (age groups of 25-39 and 18-24) and secondly unwillingness to attend school (12-18). In the age groups of 25-39 and 18-24, namely the generations which experienced the migration in their ages of education, migration is declared to be as a reason of non-attendance. In table 9 the reasons of non-enrollment and dropout are listed for age groups according to the frequency of mentioning.

Table 10. Reasons of non-enrollment and dropout

		Men		Women		Total	
		N	%	N	%	N	%
Aged 40 + (n=473)	School was nonexistent / far	84	35%	103	44%	187	40%
	They did not let me go / We did not let him/her go	39	16%	101	43%	140	30%
	Economic problems	88	37%	16	7%	104	22%
	He/she did not want	17	7%	13	6%	30	6%
<hr/>							
Aged 25-39 (n=447)	Economic problems	106	47%	49	22%	155	35%
	They did not let me go / We did not let him/her go	22	10%	106	48%	128	29%
	He/she did not want	43	19%	19	9%	62	14%
	School was nonexistent / far	25	11%	35	16%	60	13%
	Migration	13	6%	1	0%	14	3%

⁵ It is stated that also in general Turkey has nearly overcome the gender inequality in elementary education (aged 6-13). See Hacettepe Nüfus Etütleri Enstitüsü, *Türkiye'nin Demografik Dönüşümü*, 2008.

Aged 18-24 (n=408)	Economic problems	70	37%	82	37%	152	37%
	He/she did not want	82	44%	49	22%	131	32%
	They did not let me go / We did not let him/her go	7	4%	51	23%	58	14%
	Failed in the exams	11	6%	8	4%	19	5%
	School was nonexistent / far	1	1%	15	7%	16	4%
	Migration	4	2%	4	2%	8	2%
Aged 12-17 (n=109)	He/she did not want	27	52%	23	40%	50	46%
	Economic problems	12	23%	23	40%	35	32%
	They did not let me go / We did not let him/her go	5	10%	7	12%	12	11%
	Failed in the exams	3	6%	1	2%	4	4%

For women aged 40 and over the non-existence or distance of school ranks top (44%), while “not letting go” comes second (43%). On the other hand, for men economic problems comes first (37%), and followed by the non-existence or distance of school (35%).

For women aged 25-39 “not letting go” ranks first (48%), economic problems comes next (22%). For men economic problems keeps to stay on top (47%), while “not to want to go” comes next (19%). In this age group, migration mentioned firstly for men as a reason to drop out. In the age group 25-39.3% of the household population (14 people) is declared to drop out due to migration. 8 of these 14 people did not graduate from any school, while 4 of them are elementary school graduates.

In age group 18-24 economic problems ranks top for the whole group (37%) and women (37%). But for men most mentioned reason is “not to want to go” (44%). For women in this age group “not letting go” keeps maintaining its importance. It is declared that 23% of the women aged 18-24 did not let go to school. In this age group reflecting the rise in the level of education “failure in exams” is mentioned as a reason to drop out first time. 8 people declared to drop out due to migration is 2% of this age group, 7 of which could not graduate from any school. For the age group 12-17 most mentioned reason of dropout is the unwillingness of the child to go to school. Economic problems come next for the male and female children. Furthermore, 12% of girls and 10% of boys are

declared to be not let go to school. While the mentioning frequency of this statement does not seriously vary by gender, the same is not valid for economic problems. Economic strain is mentioned more for girls (40%) than boys (23%). By considering the fact that girls dropout from school in earlier ages than boys, we can state that gender still play an important role on family's support on education.

2.1.3 Social Security Status

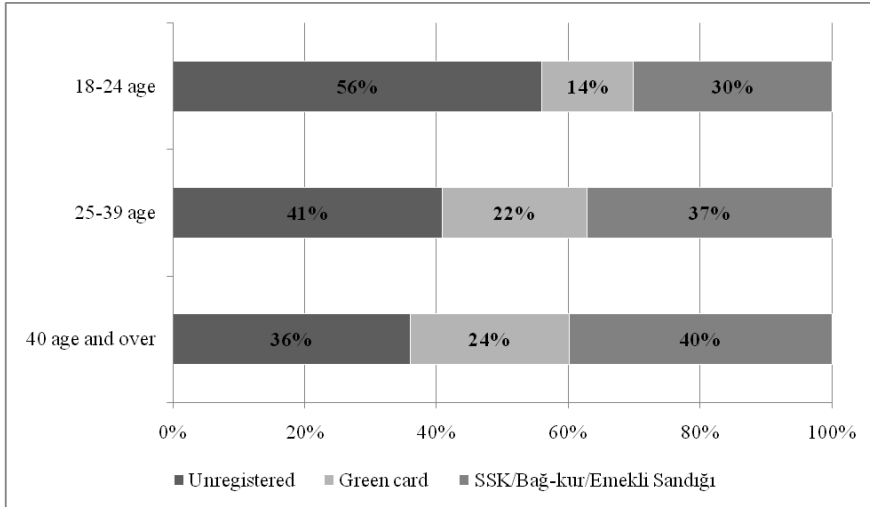
Adults interviewed as representatives of the households declared that while 45% of the household population aged 18 and above do not have any social security, 20% of the same population has green card.

Table 11. Social security status

	Total	
	N	%
Unregistered	644	45%
SSK	435	30%
Green card	286	20%
Bağ-kur	66	5%
Emekli Sandığı	8	1%
Other	8	1%
Total	1447	100%

In Figure 6, social security status is presented according to age groups. 56% of age group 18-24 have no social security, 14% of them have green card. While the ratio of those not having any social security in the age group of 25-39 is 41%, the ratio of those benefiting green card is 22%. While green card ownership rises to 24% for those aged 40 and above, the ratio of not having any social security falls to 36%.

Figure 6. Social security status by age



2.1.4 Working Life

Striking results about working life of the interviewed households are high rates of irregular jobs, unemployment rate and women's labor force participation (see Table 11 and Table 12). In this section the information provided by adults interviewed as representatives of their households are reviewed.⁶

Table 12. Working status by age

	40 +		25-39		18-24	
	N	%	N	%	N	%
Full-time	68	32%	170	60%	221	65%
Irregular job	73	35%	68	24%	42	12%
Unemployed	69	33%	46	16%	76	22%
Total	210	100%	284	100%	339	100%

⁶ Information about child labor will be presented in section 2.3.

32% of the household population aged 40 and above are full-time employees, while 35% of them work at irregular jobs. The high rates of irregular employment in this age group are greatly due to the fact that father mostly work as construction workers. Furthermore the unemployment rate is highest in this age group (33%). In the age group of 25-39, 60% of the household populations are full-time employees, and 24% are irregular employees. Unemployment rate in this age group is 16%. In the age group of 18-25, 65% work full-time, 12% work irregularly. The reason of decrease in the irregular employment compared to other age groups might be related to the fact that the main sector for this age group is textile and garment. 22% of the household population in this age group is declared to be unemployed.

Table 13. Women’s labor force participation rate by age

	40 +		25-39		18-24		Total	
	(n=236)		(n=229)		(n=271)		(n=736)	
	N	%	N	%	N	%	N	%
Women’s labor force participation	13	5.5%	60	26.2%	149	55.0%	222	30.2%

According to the information provided by the interviewed adults about working status of women aged 18 and above living in the households labor force participation rates seriously varies across age. 5.5% of women aged 40 and above, 26.2% of women aged 25-39, 55% of women aged 18-24 are declared to be employed or looking for a job. The rise in the labor force participation level can again be related with the fact that age group of 18-24 mainly employed in textile and garment sector.

Table 14. Social security status of full-time employees

	Male		Female	
	N	%	N	%
SSK/Bağ-kur/Emekli Sandığı	172	54.4%	66	46.2%
Green Card	24	7.6%	20	14.0%
Unregistered	120	38.0%	57	39.9%
Total	316	100.0%	143	100.0%

In Table 14 the social security status of full-time working men and women are presented. 38% of full-time employed men and 40% of full-time employed women are declared to be uncovered by social security system. Furthermore 7.6% of men and 14% of women have green card. In other words at least 53.8% of working women, and at least 45.6% of working men do not have social security at jobs they keep working. If we consider that spouses benefit from their partners' social security, informal employment might be larger than those rates.

2.1.5 Health

26.4% of interviewed adults declared that some people in their households suffer from physical or mental illnesses. The illnesses are classified due to their characteristics and in the Table 15 the number and percentages of households having handicapped or chronically ill residents are presented. 8% of the households have a handicapped and 5.7% of them have a chronically ill person. Among the chronic illnesses most mentioned ones are asthma, rupture, heart failure and epilepsy. Furthermore 6 adults declared that they have family members suffering from psychological illness.

Table 15. Health conditions of the household population

	N	%
Handicapped (orthopedic, aural, visual, speech and mental)	28	%8.0
Chronic illnesses	20	%5.7
Total	48	%13.6

2.1.6 Quality of Life and Economic Conditions

Interviewed adults were asked about the conditions of their houses. While the information about house ownership is presented in Table 16, the information about life quality is provided in Table 17.

Table 16. Ownership of house

	N	%
House owner	172	48.9%
Tenant	159	45.2%
Not their own house but not paying a rent	20	5.7%

The ratio of those owning the house they live appeared to be quite high (48.9%). But this ratio should be evaluated with the fact that a great number of the households interviewed are in the low-quality *gecekodu* (built over night) neighborhoods lacking proper infrastructure.

Table 17. Quality of life

	N	%
The house is without electricity	3	0.9%
The house is not supplied by city water	7	2.0%
Tap water is used as drinking water	211	59.9%
Wood or coal stove is used for heating	270	76.7%

2% of the houses lack city water, while 1% of houses lack electricity. 59.9% of the households use tap water as drinking water. 13.9% told that they buy water with carboy, 26.2% declared that they get drinking water from a common fountain or well. 76.7% of the households use wood or coal stove for heating. The average of rooms is 3.24 (including the sitting room) in the houses.

To scrutinize the economic conditions, the total household income and to what extent this income satisfies the basic needs of the household members are asked to the interviewees.

Table 18. Total household income

	N	%
450 TL and below	29	8.2%
451 – 600 TL	51	14.5%
601 – 750 TL	58	16.5%
751 – 1.000 TL	75	21.3%
1,001 – 1,200 TL	29	8.2%
1,201 – 1,500 TL	32	9.1%
1,501 – 1,800 TL	32	9.1%
1,801 – 2,400 TL	21	6.0%
2,401 TL and above	16	4.6%

60.5% of interviewed adults announced that the total household income is below 1000 TL.

Table 19. Household’s perception of income/need ratio

	N	%
Income does not meet basic needs	167	47.4%
Can barely manage from one month to the other	116	33.0%
Can subsist if do not buy anything unnecessary	57	16.2%
The income is enough to live with ease	11	3.1%

Table 19 shows the groups related to perception of income/need ratio.⁷ 47.4% of the adults report that their income does not meet the most basic needs. The ratio of adults declaring that they have an income enough to live with ease is 3.1%. It is remarkable that almost half of the households are in the lowest income group in terms of perception of income/need ratio.⁸

Table 20. Perception of inability to meet most basic needs

	N	%
Food – Not enough at all	73	20.7%
Fuel for heating – Not enough at all	102	29.0%
Clothing - Not enough at all	68	19.3%
Children’s education - Not enough at all	166	47.2%

The interviewed adults also were also being asked to what extent their household income can meet the needs such as food, fuel, clothing and children’s education. When these points are evaluated together it is striking that 47.2% of the

⁷ Since an important portion of the labor force participants of the interviewed households has been working in the irregular jobs (22%) or was unemployed at the time of interview (23%), the relation of economic conditions with other data will be evaluated according to perception of income/need ratio instead of total household income. The concept of the perception of income/need ratio is taken from the research called “Child Well-Being” mentioned in the second footnote. Since Child Well-Being research is conducted throughout Istanbul, its findings are often used in this research with the aim of comparison.

⁸ In the “Child Well-Being” research conducted in Istanbul, the rate of the households whose income is not enough to cover basic needs is 16.9%. This rate is very low compared to the rate of 47.4% found in this research.

households reported that their household income is not enough at all for children's education.

2.2 Findings about the Interviewed Children and Youth

This chapter presents the findings of the children and youth surveys related to the defined areas of health, education, employment, relations with family and friends and spatial experiences. Since the main aim of this research is to identify what changed in the lives of the children and youth of the families, which came to Istanbul due to forced migration, in the period they stayed in Istanbul, the life experiences of the children and youth will be scrutinized focusing on their own reflections. In this chapter besides the findings about the children and youth acquired in this research (2010 SES-DUY), the repeated questions of the research of 2004 SES-ÇIK are presented with the aim of comparison. Furthermore in some sections the information acquired from adults representing the household are introduced to picture the environment the children and youth live in.

The profile of the children and youth included by the 2010 SES-DUY research is below:

The profile of the children

- 260 children who are 12-17 years old included by the survey. 15-17 year olds are 51.2% (n=133) and 12-14 year olds are 48.8% of them (n=127).
- 51.5% of the respondent children are male (n=134), 48.5% of them are female (n=126).
- 85.4% of the children are registered to a school (n=222).
- 35% of the children had worked to make money before (n=91), and 14.2% of them were working at the time of the interview (n=37).
- When the educational and working status of children at the time of the interview are considered together, the profile is following:
 - 78.8% are attending to a school (n=205)
 - 6.5% are attending to a school and working (n=17)
 - 7.7% are working (n=20)
 - 6.9% are neither attending to a school nor working (n=18)
- 14.6% of the children suffer from chronic illness (n=38). Furthermore 5.8% of them suffer from psychological illnesses (n=15).
- 53.8% of the children reported that Kurdish is the most used language in the house.

- Only 10.4% of the children have a room of their own in the house. 41.5% do not even have a bed of their own.
- 4.2% of the children reported that they smoke, and 1.2% reported that they drink alcohol.

The profile of the youth

- 267 youngsters aged 18-24 years participated in the survey. 52.8% of the youth are 18-20 year olds (n=141), 47.2% are 21-24 year olds (n=126).
- 62.5% of the interviewed youth are female (n=167), 37.5% of them are male (n=100).
- 82% of the youth are single (n=219).
- 24.7% of the youth are students (n=66). 48.8% of the youth who are not student do not have a secondary school diploma (n=98). Moreover 9 young women reported that they are illiterate.
- 80.1% of the youth had worked before to make money (n=214), 44.2% of them were working at the time of the interview (n=118).
- 56.4% of the employed youth are working informally without social security. 58% earn minimum wage and below.
- 36.3% of the surveyed youth were out of school and working life at the time of interview (n=97).
- 31.8% of the youth do not have a room of their own, while 25.1% even lack a bed of their own.
- 27.7% of the youth reported that they smoke, 5.6% that they drink alcohol, and 1.5% that they use drugs.

2.2.1 Health

The psychological problems experienced after migration and psychological support offered by the foundation to those who need it were at the center of the SES-ÇIK 2004 research in line with the aim of the project. Therefore the health problems of migration victims discussed by the report also included the evaluation of the psychological tests done in addition to the survey. The findings of these tests revealed that female children and young women suffer more often from symptoms of psychological disorders compared to males in their age group. Youth also appeared to have more psychological problems compared to children. SES-ÇIK did not present any quantitative information about other health problems or about the access to health service. Therefore this section does not contain any comparative data with SES-ÇIK.

In 2010 SES-DUY research highly important information from the interviewed households related to health are gathered. Therefore SES-DUY report had a

greater emphasis on health. Children and youth's health condition is analyzed together with chronic illness suffering. Furthermore since to have serious accidents and injuries is an important indicator of how healthy the living environment is, the information acquired by children/youth survey are presented in a detailed way. Child deaths in the households and their reasons are the most important finding of this research on the area of health. At the end of this chapter the perception on the change of access to health services after migration is analyzed.

2.2.1.a Health Conditions

14.6% of the children (n=38), and 16.5% of the youth (n=44) interviewed suffer from a chronic illness.⁹ The age group of 21-24 has the highest rate of those having a chronic illness.

Table 21. Chronic illness by age

	12-14 years		15-17 years		18-20 years		21-24 years	
	N	%	N	%	N	%	N	%
Chronic illness sufferer	17	13.4%	21	15.8%	20	14.2%	24	19.0%

While the rate of chronic illness sufferers does not vary across gender among children, the situation is different for the youth. 18.6% of the young women, 13% of the young men reported that they have a chronic illness.

Table 22. Youth suffering from a chronic illness by gender

	Male		Female	
	N	%	N	%
Chronic illness sufferer	13	13.0%	31	18.6%

Table 23 shows the chronic illnesses classified according to the answers given by the interviewed children and youth. The most reported chronic illness is lung, respiratory tract and upper respiratory tract diseases like asthma and bronchitis. Children are more likely to suffer from these illnesses. The second most important group of illnesses is central nervous system diseases like migraine and head ache. This group is more often seen among youth.

⁹ The rate of chronic illness sufferers in the "Child Well-Being" research done throughout Istanbul is 7.4%

Table 23. Chronic illnesses

	N
Lung, respiratory tract and upper respiratory tract diseases	25
Central nervous system diseases	8
Eye diseases	7
Rheumatism, muscle or bone diseases	6
Skin diseases	5
Kidney diseases	4
Heart and vascular diseases	4
Stomach diseases	4
Epilepsy	3
Diabetes	3
Allergy	3
Hearing impairment	2
Handicapped	2
Mediterranean fever	2
Others	8

Psychological illnesses

Because the main goal of the research of 2004 SES-ÇIK was to survey the psychological impacts of forced migration on the children and youth, in the research of 2010 SES-DUY the children and youth were asked whether they have a psychological disorder or not. Even though a qualitative comparison between two researches' findings cannot be made, Table 24 presents the answers given by respondent children and youth in this issue.

9.4% of the respondent youth and 5.8% of the children reported that they have a psychological disorder. While the rate of psychological disorder sufferers does not vary across gender, it does across status of education and work. While 3.9% of the students reported psychological disorder, 18.2% of those both working and attending to a school did the same.

Table 24. Psychological disorder

	Children		Youth	
	N	%	N	%
Psychological disorder sufferers	15	5.8%	25	9.4%

Table 25. Psychological disorder by status of education/work

	Student, not employed (n=255)		Employed (n=124)		Both student and employed (n=33)		Neither student, nor employed (n=115)	
	N	%	N	%	N	%	N	%
Psychological disorder sufferers	10	3.9%	11	8.9%	6	18.2%	13	11.3%

The respondent adults representing the households were asked whether minimum one child in the household have serious problems like anger/aggression, sadness, anxiety and fear or not. As shown by Table 26 adults reported that their children experience mostly anger/aggression (35.5%) and sadness (34.9%).

Table 26. Anger/aggression, sadness, anxiety and fear

	N	%
Anger/aggression	125	35.5%
Sadness	123	34.9%
Anxiety	75	21.3%
Fear	61	17.3%

2.2.1.b Accidents and Injuries

During the interviews it is observed that the surveyed children were vulnerable to serious accidents and injuries due to the socio-economic conditions of their families, the environment they live in, the conditions of their neighborhood and houses. Almost all of the interviewed households are in the unplanned neighborhoods lacking adequate infrastructure. Therefore children use streets without even a narrow sidewalk as play grounds. Furthermore since the houses are also unplanned, and some of them are unfinished constructions (lacking a regular entrance way, stair rail or a proper and finished roof), children and youth are very vulnerable to serious accidents and injuries which might occur at home.

28.3% of the participant children and youth (n=149) reported that they had a serious accident or injury. This situation varies among children and youth.

34.2% of the children, 22.6% of the youth said that they had a serious accident or injury.

Table 27. Serious accident or injury by age

	Children (12-17)		Youth (18-24)		Total	
	N	%	N	%	N	%
Serious accident/injury	89	34.2%	60	22.6%	149	28.3%

While the rate of having a serious accident or injury does not vary by gender for the children, it does for youth. 30% of young men and 18.1% of young women reported to have a serious accident or injury.

Table 28. Youth who had a serious accident or injury by gender

	Male		Female	
	N	%	N	%
Serious accident or injury	30	30.0%	30	18.1%

When the experiences of serious accident and injury is considered with the perception about the family income's capacity to meet its needs, it appears that the ratio of children and youth who had an accident is lower in the households, which reported to have enough income to live with ease.

Table 29. Household's perception of income/need ratio and serious accident/injury

	Income does not meet basic needs		Can barely manage from one month to the other		Can subsist if do not buy anything unnecessary		The income is enough to live with ease	
	N	%	N	%	N	%	N	%
Serious accident/injury	72	30.3%	45	24.9%	27	32.1%	4	19.0%

The experienced accidents and injuries

Participant children and youth were also asked what kind of an accident/injury they had. The answers are classified according to their frequency of occurring

under four headings: injuries occurred in the neighborhood, traffic accidents, accidents at home and accidents at work.

The tables below demonstrate these accidents and injuries of children and youth respectively by gender. Female children mostly reported the accidents causing the break or cracking of limbs such as arm or leg which occurred in the neighborhood. The number of male children who had a traffic accident is higher than female children. This difference may relate to the fact that some of the reported traffic accidents are motorcycle accidents which is not used by female children. Female children had more accidents at home (burned by stove, falling from stairs, poisoned by home chemicals like bleach) compared to male children. Moreover two girls and two boys said that they had serious work accidents.

Table 30. Accidents and injuries experienced by children

	Male		Female		Total	
	N	%	N	%	N	%
Accidents in the neighborhood	17	37.0%	20	46.5%	37	41.6%
Traffic accidents	20	43.5%	12	27.9%	32	36.0%
Accidents and injuries at home	7	15.2%	9	20.9%	16	18.0%
Accidents at work	2	4.3%	2	4.7%	4	4.5%

Similar to children while young women mentioned mostly accidents and injuries experienced in the neighborhood, young men reported traffic accidents most. And similarly, young women had more accidents at home than young men. Three youngsters who had serious accidents at work are men.

Table 31. Accidents and injuries experienced by youth

	Male		Female		Total	
	N	%	N	%	N	%
Accidents in the neighborhood	12	40.0%	13	43.3%	25	41.7%
Traffic accidents	13	43.3%	10	33.3%	23	38.3%
Accidents and injuries at home	2	6.7%	7	23.3%	9	15.0%
Accidents at work	3	10.0%	0	0.0%	3	5.0%

2.2.1.c Child Deaths

In the researches about child deaths teenage pregnancy, having many children, poverty, poor access to health services and having lived in the east of the country are correlated with high rates of child deaths.¹⁰ If we consider that the households participated in this study struggles with almost all of these problems, it can be stated that these household have faced with serious risk of child death in their life time.

When the household survey conducted with adults reveals very serious results about child deaths. The number of households experienced a child deaths came out to be very high. 34.7% of the respondent adults (n=122) reported that in his/her household minimum one baby or children under the age of 5 had died.¹¹ Totally 210 infant and child deaths are reported by the interviewed households. The ratio of households experienced more than one child death is 15.9%. Table 33 presents the ages when the child death occurred.

Table 32. Child deaths

	N	%
Number of household whose at least one child had died	122	34.7%
Number of total children who had died	210	
Number of households whose more than one child had died	56	15.9%

Table 33. Age of child death

	N	%
Younger than 1 month old	92	43.8%
Younger than 1 year old (including 1 year old)	61	29.0%
Under 5	57	27.1%
Total	210	100.0%

¹⁰ See Türkiye Nüfus ve Sağlık Taraması [Population and Health Survey of Turkey] (2008) available online: http://www.hips.hacettepe.edu.tr/tnsa2008/data/TNSA-2008_ozet_Rapor-tr.pdf

¹¹ In “The Child Well Being” research done in Istanbul it is reported that 10.3% of the interviewed families experienced minimum one child death, while the total number of child death is 136.

Respondent adults were also asked about the reason of the child death. Some of the respondents answered this question by specifying the name of the illness suffered by the deceased child, while some others reported that their children passed away because they could not access health services. On the other hand some of the adults either had problems to express the name of their child's illness or reported that they do not know the reason of the death.

Table 34. The reason of the child death

	Younger than 1 year old (including 1 year old)		Under 5	
	N	%	N	%
Could not access health	24	39.3%	17	29.8%
Specified curable diseases	4	6.6%	19	33.3%
Inborn diseases	10	16.4%	5	8.8%
Do not know the reason	22	36.1%	13	22.8%
Accident	1	1.6%	3	5.3%
Total	61	100.0%	57	100.0%

The most reported death reason for the infants younger than 1 year old is the little access to health services the family had. When the specified curable diseases are added (typhoid, bronchitis, measles, etc.), the rate of the poor access to health services rises to 45.9%. For the children under 5 poor access to health services and the inability to avoid the death by a curable disease are also most important death reasons (totally 63.1%).

Child/youth death of 5 year olds and above

The child/youth deaths of 5 year olds and above uncovered by the research are also striking.¹² Yet, the children and youth living in the participant households face serious risks (including death) as depicted in the section about accidents and injuries. According to the information given by adults in the participant households 5 year olds and above 35 children/youth passed away. 9 child/youth had died due to little access to health services or of curable diseases. 7 children

¹² When we add child deaths of 5 year olds and above the picture becomes even more desperate. Therefore 38.9% of the households (137 households) experienced minimum one child death, and total number of child death is 245.

are reported to have died due to the “armed conflict in the region” which is also the reason of migration. The reported accidents are falling from construction and traffic accidents. In the respondent households there are children/youth who died by accident while constructing their own houses or working as construction workers. Therefore for the surveyed households the poverty seems to cause little access to health services but also a risky living environment. When the occurrence of child death in the household is evaluated in relation to the perception of income/need ratio, it is observed that the rate of child death decreases for the higher income earning households.

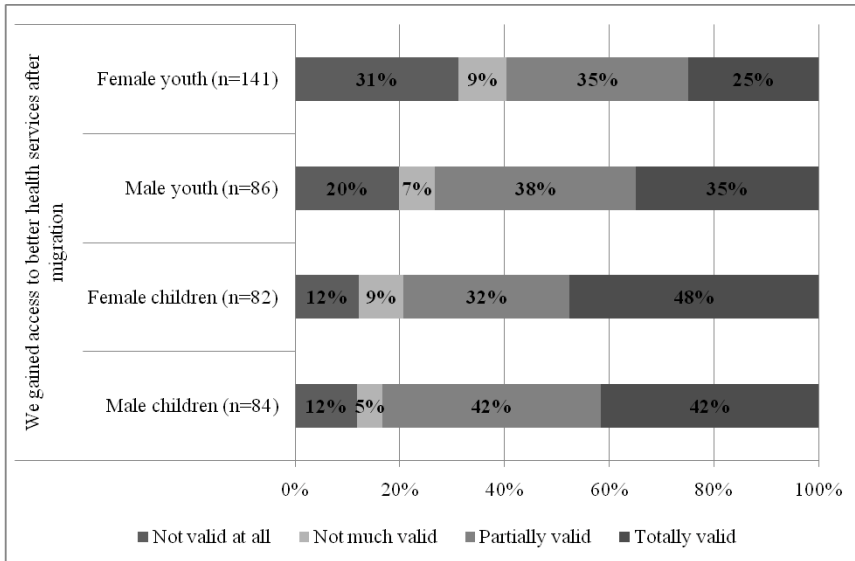
Table 35. Household’s perception of income/need ratio and child death

	Income does not meet basic needs		Can barely manage from one month to the other		Can subsist if do not buy anything unnecessary		The income is enough to live with ease	
	N	%	N	%	N	%	N	%
Minimum one child death occurred	72	43.1%	44	37.9%	18	31.6%	2	18.2%

2.2.1.d Migration and Health

Besides the personal health information this research also examines the perception on the change of access to health services in the city after the migration. As expected the answers given to this question varies by age and gender. Figure 7 shows 84% of male children, 80% of female children, 73% of young men, and 60% of young women reported that “to gain access to health services after migration” is (partially/totally) valid for them. This divergence of perception by age and gender is believed to be due to health problems recently experienced. As mentioned above the ratio of youth suffering from chronic illnesses is higher than children. Furthermore among all of the participants, young women as a group are those who suffer most from health problems.

Figure 7. Gaining access to health services after migration



In addition to these results, in this section, child death suffered by the household and children and youngsters who had serious accidents/injuries are also perceived as important indicators of health condition. The fact that in 34.7% of the participatory households at least one child aged below 5 died is considered to be an important indicator of health conditions. This ratio is extremely higher than the ratio (10.3%) presented by “Child Well-Being” research done in Istanbul in the same period. Moreover the number of households suffered from a child/youngster death above 5 revealed by the research is also very high. Indeed, the data that 4 out of 10 households participated in the research suffered from at least one child or youngster death is an extremely serious finding. It clearly demonstrates that this research’s target population grapple with very serious health problems which threaten their most basic right, namely the right to live.

2.2.2 Education

The research of 2004 SES-ÇIK made the observation that the children born and raised in Istanbul are much more advantageous than youth, as for defining their situation, the research used the metaphor ‘windows of the families opening outside.’ Since they learn Turkish by growing up, they have no language problems in the education and they seem to develop better skills in building social relations. SES-ÇIK also stated that there is an important variation of

children’s participation in education across gender and that the children begin to work in early ages while they are students. On the other hand, the study mentioned that the children and youngsters who experienced the migration dropped out of the school, because either they had to work in the migration process or they lived difficulties in school. The impact of gender inequality on the access to education among the youth is another point raised by SES-ÇIK.

This section discusses the data of literacy, enrollment and dropout rates about the participant children and youth of 2010 SES-DUY in comparison with 2004 SES-ÇIK. The research of SES-ÇIK also asked children and youth whether they have any problem at school or not. The problems reported are “about the friends, language problem, problems about the teacher, problem of cohesion and economic problems”. But SES-ÇIK did not acquire the quantitative information about the frequency of the occurrence of these problems. Therefore in this section the information gathered by SES-DUY about the school experience will be presented without any comparison.

2.2.2.a Participation in Education

Literacy

An important problem uncovered by 2004 SES-ÇIK about the children and youth’s educational level who came to Istanbul due to forced migration is the high ratio of illiteracy. The illiteracy rate is much lower for the children and youth participated in this research.

Table 36. Illiterate children

		Male		Female		Total	
		N	%	N	%	N	%
2004	SES-ÇIK	5	5.0%	16	12.8%	21	9.3%
(n=225)							
2010	SES-DUY	0	0.0%	1	0.8%	1	0.4%
(n=260)							

In 2004, 21 of 225 interviewed children reported that they are illiterate, while SES-DUY found only one illiterate child in 2010.

Table 37. Illiterate youth

		Male		Female		Total	
		N	%	N	%	N	%
2004	SES-ÇIK	3	5.5%	33	42.5%	36	25.0%
(n=144)							
2010	SES-DUY	0	0.0%	9	5.4%	9	3.4%
(n=267)							

The number of illiterates had greatly decreased also among youth. But this decrease may partially relate to the difference among the two different age ranges which called youth used by two researches.¹³ The ratio of the illiterate in the 18-24 age group is 1.4% in Istanbul according to the education statistics of TurkStat.¹⁴ Even though this research reveals an important decrease of illiteracy compared to SES-ÇIK, the ratio found by SES-DUY is still lower than the ratio of Istanbul.

All of the illiterates among children and youth found by 2010 SES-DUY are female. Moreover the findings suggest that the gender inequality in illiteracy is stronger among youth.

Enrollment

Table 38. Enrollment ratio of children

		Male		Female		Total	
		N	%	N	%	N	%
2004	SES-ÇIK	63	65.5%	77	59.5%	140	62.2%
2010	SES-DUY	117	87.3%	105	83.3%	222	85.4%

As indicated in Table 38 between SES-ÇIK and SES-DUY there is a serious change in the enrollment ratio of children. 65.5% of male children, and 59.5% of female children interviewed in 2004 were registered to a school. In 2010 the same ratios are found to be 87.3% and 83.3%.

¹³ 2004 SES-ÇIK defined 19-30 year olds as youth, and 12-18 year olds as child.

¹⁴ See education statistics of TurkStat (Turkish Statistical Institution) conducted according to 2009 Address Based Registration System. Source: <http://tuikapp.tuik.gov.tr/adnksdagitapp/adnks.zul?kod=2>.

Table 39. Enrollment ratio of youth

	Male		Female		Total	
	N	%	N	%	N	%
2004 SES-ÇIK	8	11%	2	2.1%	10	7%
2010 SES-DUY	40	40%	26	15.6%	66	24.7%

Also there is a crucial rise in the enrollment ratio of youth. While in 2004 only 7% of youth were continuing their education, in 2010 this ratio has risen to 24.7%.

Even though the participation rate in education seriously increased, the gender inequality in education is still effective. Yet instead of interpreting this finding as a durable impact of forced migration, it is more reasonable to conceive it as reflection of the lasting gender inequality in Turkey's education system.¹⁵ Both researches reveal that girls drop out of education earlier than boys.

Non-student children and youth's level of education

Table 40. Non-student children's level of education

	2004 ÇIK (n=84)	SES- 2010 SES-DUY (n=38)
Never been in school	26	1
Elementary school dropouts	17	6
Elementary school graduates (5 years)	33	4
Secondary school dropouts	3	2
Secondary school graduates (8 years)	2	16
High school dropouts	3	9

The comparison of the findings about non-student children's level of education found by two researches reveals an important decrease in numbers of those never been in school, elementary school dropouts and those did not continue after graduating from elementary school. This change occurred during six years

¹⁵ The enrollment ratio of boys and girls in elementary school (6-13 year olds) is 97% and 96% respectively. Yet in secondary school (14-16 year olds) the same ratios are 61% and 56%. See HÜNEE, *Türkiye'nin Demografik Dönüşümü*, p. 16.

reinforces our claim about the positive impact of the period in the city on the educational performance of children. The increase in the number of those did not continue their education after secondary school graduation relates to the introduction of 8 years compulsory education in 1997-1998.

Table 41. Non-student youth's level of education

	2004 SES-ÇIK		2010 SES-DUY	
	N	%	N	%
Never been in school	43	32.1%	23	11.5%
Elementary school dropouts	25	18.7%	42	21.0%
Elementary school graduates (5 years)	45	33.6%	19	9.5%
Secondary school dropouts	5	3.7%	14	7.0%
Secondary school graduates (8 years)	4	3.0%	37	18.5%
High school dropouts	3	2.2%	31	15.5%
High school graduates	9	6.7%	33	16.5%
Academy or university dropout	0	0.0%	1	0.5%
Total	134	100.0%	200	100.0%

The comparison of non-student youth's level of education indicates a decline in the number of those never been in school. We can reasonably relate this change with migration. The research of 2004 SES-ÇIK assumed that an important portion of the interviewed youth were not in Istanbul at the age to begin compulsory education (6-7). On the other hand 80.1% of the youth (n=214) included by SES-DUY were in Istanbul at that age. Yet the increase in the number of elementary school dropouts revealed by SES-DUY may relate to migration. An important portion of these youth reported that they dropped out due to economic problems the family faced after migration or directly due to migration.

There is a significant increase in the rate of participation in post-compulsory education for 2010 SES-DUY participants compared to those of SES-ÇIK. When the high school dropouts are also added, this research indicated that the ratio of secondary school graduates among non-student youth is 34% (n=68). For this reason, to compare this ratio with the general ratio in Istanbul would be meaningful. According to the education statistics of TurkStat 26.2% of youth aged 18-24 are secondary school graduates in Istanbul. However secondary school graduates constitute the most populous group among youth participated in

2010 SES-DUY, the most populous group for Istanbul is high school graduates (45.4%).¹⁶

2.2.2.b School Experience

Unlike SES-ÇIK the children and youth were asked detailed questions about their school experience in this research. These questions are about the feeling of success in school, hardship in following up the courses, relationships with teachers, recent involvement in a fight, feeling secure in the school, and family's support on education.

Success

12% of children and 25% of the youth participated in the survey reported that they failed a grade at least once.¹⁷

Table 42. Failing a grade

	Male		Female		Total	
	N	%	N	%	N	%
Student children (n=219)	13	11.3%	6	5.8%	19	8.7%
Non-student children (n=37)	7	41.2%	5	25.0%	12	32.4%
Student youth (n=66)	10	38.5%	7	17.5%	17	25.8%
Non-student youth (n=170)	17	23.9%	25	25.3%	42	24.7%

The ratio of those failed a grade once at least differs for student and non-student children. Among children 8.7% of students and 32.4% of non-students failed once at least. Yet there is not such a great diversion among youth. Nearly 25% of student and non-student youth failed once at least. Furthermore the ratio of those

¹⁶ See education statistics of TurkStat (Turkish Statistical Institution) conducted according to 2009 Address Based Registration System. Source: <http://tuikapp.tuik.gov.tr/adnksdagitapp/adnks.zul?kod=2>.

¹⁷ In the "Child Well-Being" survey conducted in Istanbul the rate of failing a grade is 6.4% among participants.

failed a grade at least once differs by gender except among the non-student youth. This ratio is higher among boys and male young students.

At the time of the interview 7.7% of the children (n=17), and 21.2% of the youth who were students had been also employed. When being asked whether employment had any impact on their success in the school, 14 people (7 youngsters and 7 children) answered “it did not”. Only 8 people reported that it had a “negative” impact. Yet if we take failing a grade as an indicator of failure in school, it appears that there is meaningful relationship with employment. The rate of failing a grade is higher for those who were both in education and employment.

Table 43. Work and failure

	Student		Student and Employed		Employed		Neither student, nor employed	
	N	%	N	%	N	%	N	%
Children who failed a class	16	7.8%	3	17.6%	6	30.0%	6	35.3%
Youth who failed a class	9	17.3%	8	57.1%	23	24.0%	19	23.2%

In the interview children and youth had being read several sentences containing negative and positive judgments about school experience and they were asked to report how valid those sentences are for them. One of the judgments which might relate to success in education is having difficulty in following the courses. Table 44 presents the answers of participants who are high school and middle/elementary school students.

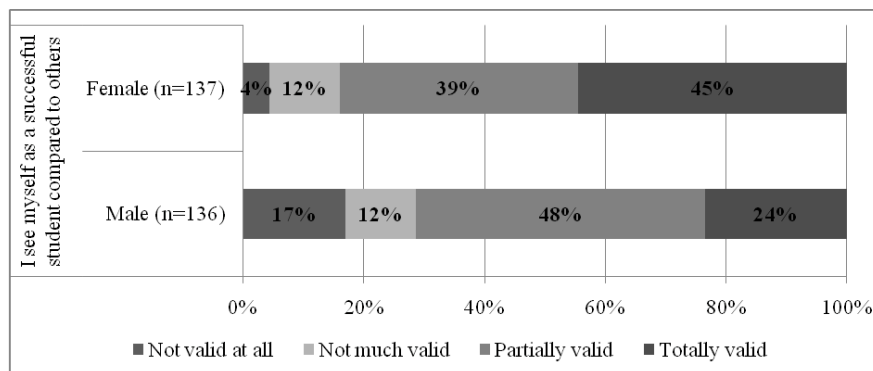
Table 44. Having difficulty in following the courses

	Male		Female		Total	
	N	%	N	%	N	%
Not valid at all	40	29.2%	52	37.7%	92	33.5%
Not much valid	13	9.5%	12	8.7%	25	9.1%
Partially valid	60	43.8%	56	40.6%	116	42.2%
Totally valid	24	17.5%	18	13.0%	42	15.3%

While 15.3% of high school and middle/elementary school students reported that having difficulty in following the courses is “totally valid” for them, 42.2% of them reported “partially valid.” In other words, 57.5% of the students declared that they have difficulty in following the courses. This ratio varies across gender, so that it is higher for boys (60.3%) than girls (53.6%).

One of the positive judgments asked children and youth about school experience is about whether they feel successful at school. 78% of elementary/middle school (n=145) and high school students (=128) reported that the sentence “I see myself as a successful student compared to others” is (partially/totally) valid for them. 11% of students told that this sentence is not valid at all for them. High school students (82%) feel themselves more successful compared to elementary/middle school students (74%). This difference according to the educational status might relate to the fact that those who see themselves successful do not dropout and stay in school. As shown in Figure 8 feeling oneself successful also varies across gender. While 17% of male students think that they are not successful “at all”, the same ratio for the female students is only 4%.

Figure 8. Feeling oneself successful



Relationships with Teachers

Interviewed children and youth were asked to interpret their relationships with the teachers. Table 45 shows elementary/middle and high school students’ answers to this question. 94.5% of the students reported that to have good relations with the teachers is (partially/totally) valid for them. 5.4% of students told that this is not (much/at all) valid for them. In other words a vast majority of students declared that they do not have problems with their teachers. On the

other hand 19.3% of students reported that being subjected to mistreatment is (partially/totally) valid for them.

Table 45. Relationships with Teachers

	There are teachers in school with whom I have a good relation		There are teachers or employees in school who mistreat me	
	N	%	N	%
Not valid at all	13	4.7%	196	71.3%
Not much valid	2	0.7%	23	8.4%
Partially valid	85	31.0%	35	12.7%
Totally valid	174	63.5%	21	7.6%

The statement about the existence of a teacher in school with whom students have good relation does not vary across gender. Yet more male students (27%) reported that to be subjected to mistreatment is valid for them, compared to female students (13.8%).

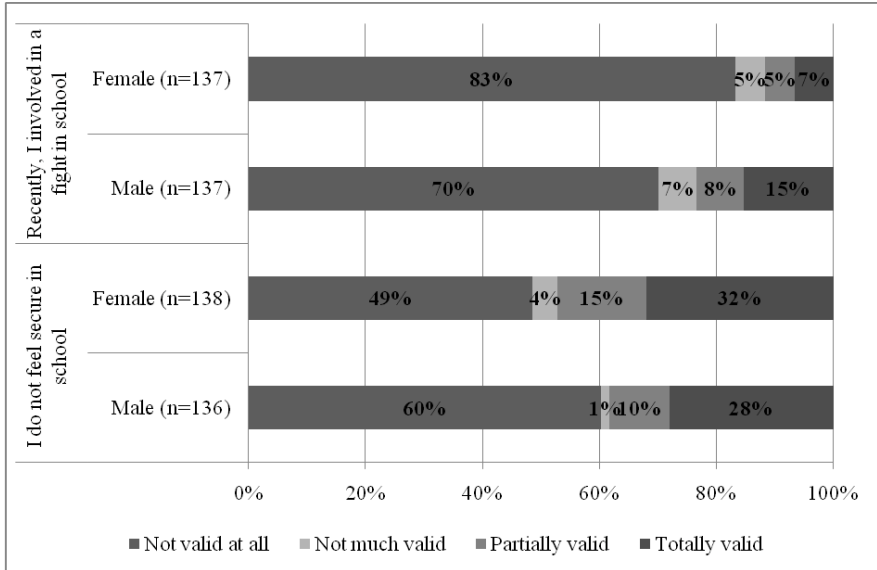
Involvement in a fight and feeling of insecurity in school

Related to the school experience the children and youth were also read sentences about involvement in a fight and feeling of security in school, and they were asked how valid these circumstances are for them. Figure 9 presents elementary/middle and high school students' answers to these questions.

17% of the students (n=48) reported that to be recently involved in a fight in school is (partially/totally) valid for them. The answers to this question vary neither related to educational status nor gender. As shown in Figure 9 the ratio of being involved in a fight in school is less for female students (12%), than male students (23%).

Feeling oneself insecure in school is valid for 43% (n=117) of students. This ratio is higher for elementary/middle school students (47%), than high school students (38%). Similarly female students (47%) reported more often than male students (38%) that they feel insecure.

Figure 9. Involvement in a fight and feeling of insecurity in school



2.2.2.c Family’s Support of Education

2004 SES-ÇIK research underlined that the families could not properly support their children’s education due to mainly living conditions and language barrier, and partially traditional judgments. It is pointed that female children shares the burden of house work with their mothers and male children have to work to support the family survival, therefore they could not participate in formal education. Even though a quantitative comparison with SES-ÇIK is not possible, in SES-DUY the participated children and youth were read sentences containing negative and positive judgments about family’s support of education and they were asked how valid these judgments are. Table 46 presents the number and percentages of the elementary/middle and high school students who declared that these judgments are (partially/totally) valid for them.

Table 46. Family’s support of education

	Male		Female		Total	
	N	%	N	%	N	%
My family participates all of the parents’ meetings in school	104	76.5%	118	86.8%	222	81.6%
My family wants me to go on to education	127	94.1%	128	93.4%	255	93.8%
Things I have to do for my family like house cleaning or childcare prevents me from studying	16	11.9%	19	13.9%	35	12.9%

81.6% of the students declared that their family members participate all of the parent’s meetings in school. This ratio is 76.5% for male students, and 86.8% for female students. The ratio of students who told that their family wants them go on to education is higher, namely 94%. Parallel with these findings the number of students who declared that their housework prevents them from studying is very few. 11.9% of male students and 13.9% of female students reported this. The reason of that these ratios do not vary across gender may relate to the difference of perception among male and female children about what a housework is.

An index of family’s support of education (minimum=0, maximum=3) is prepared based on the positive answers students gave to these questions.¹⁸ It is observed that the index varies in relation with household’s perception of income/need ratio. Family’s support of education increases in line with household’s perception of income/need ratio.

¹⁸ For the “not valid” answer to the judgment about house work, and for the “valid” answers to other judgments “1” point is given in the index.

Table 47. Household’s perception of income/need ratio and the support of education

	Income does not meet basic needs (n=134)	Can barely manage from one month to the other (n=83)	Can subsist if do not buy anything unnecessary (n=40)	The income is enough to live with ease (n=10)
Family’s support of education	2.54	2.61	2.80	2.90

2.2.2.d Reasons of Non-Participation in Education

One of the important problems SES-ÇIK revealed is negative impacts of forced migration on children’s education. The most important reasons of children’s dropout according to the adults interviewed in 2004 are financial incapacity (54%), migration (24%), and child’s unwillingness (17%). Adults, re-interviewed in this research, raised reasons of financial incapacity (37%), child’s unwillingness (36%) and not being send to school (14%) for 12-24 aged children and youth. This section will discuss children’s and youngsters’ own expressions on this issue.

4.6% of children and youth (22 female, 2 male) interviewed in this research had never been in school. When they are asked why, 15 of them told that their family did not let them, 6 reported that their family’s financial opportunities did not suffice, and 3 pointed migration as the reason. 15 of those who had never been in school were in Istanbul at the age to begin with compulsory education.

14.6% of the children (n=38) and 74.9% of the youth (n=200) participated in this research are dropped out. Table 48 presents children and youngsters’ answers about the reasons of dropout according to the frequency.

Table 48. Reasons of dropout

	N	%
Family's economic problems	94	46.5%
Unwillingness to go to school	52	25.7%
Failure in the courses	33	16.3%
I had to work and earn money for the family	31	15.3%
My family did not let me	25	12.4%
Migration	13	6.4%
Housework (including taking care of a sick relative)	7	3.5%
Impact of friends	5	2.5%
I had problems with teachers.	3	1.5%
I had health problems.	3	1.5%

The most important reason of dropout is the economic problems of the family (46.5%). If we add "I had to work", 61.8% of the dropout children and youth declared that they did this due to their family's financial situation.¹⁹ The unwillingness of children, which is mentioned as much as financial incapacities by adults, is mentioned by 25.7% of the children and youth. The failure in the school and disallowance of the family are other important reasons. Furthermore 13 people reported migration as the reason of dropout.

There are important similarities between the answers of children and youth about dropout reasons with information given by adults about their children's education and financial opportunities of the household. 47.2% of adults representing the households declared that the household income does not suffice for the children's education "at all." When being asked whether they get any aid for the children's education, 75.9% of these adults reported that they did not.

Table 49. Hardship to meet the costs of education of the children

	N	%
The household income does not suffice for the children's education	166	47.2%
I did not get any aid for the children's education	126	75.9%

¹⁹ In "The Child Well-Being" research, it is reported that child's perception of failure and unwillingness to go on to education are most important reasons of dropout in Istanbul.

Table 49 presents the relationship between the households perception of income/need ratio and the level of graduation for those who do not go on to education (1=not graduated any school, 2=elementary school graduate, 3=middle school graduate, 4=high school graduate). When household's perception of income/need ratio increases, so does the level of graduation. In the households which declared that their income does not even meet the basic needs, the level of children and youngsters' graduation is lower compared to other income groups.

Table 50. Household's perception of income/need ratio and level of graduation

	Income does not meet basic needs (n=99)	Can barely manage from one month to the other (n=90)	Can subsist if do not buy anything unnecessary (n=39)	The income is enough to live with ease (n=8)
Level of graduation	2.24	2.41	2.59	2.60

Similarly, there is an approximate relationship between household's perceptions about their financial situation and children/youth's tendency to go on to education. As Table 51 reveals, better the household's financial situation, higher is the children/youth's willingness to go on to education.

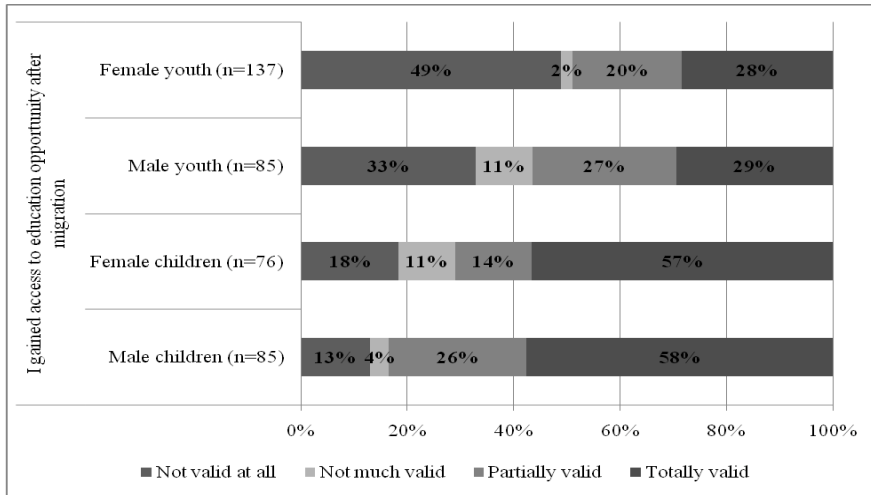
Table 51. Household's perception of income/need ratio and the tendency to go on to education

	Income does not meet basic needs		Can barely manage from one month to the other		Can subsist if do not buy anything unnecessary		The income is enough to live with ease	
	N	%	N	%	N	%	N	%
Children willing to go on to education	97	89.8 %	56	90.3 %	31	96.9 %	8	100 %
Youth willing to go on to education	20	83.3 %	21	84.0 %	8	88.9 %	3	100 %

2.2.2.e Migration and Education

The interviewed children and youth were asked to interpret the change they experienced in the access to education after migration. As expected also the answers to this question differs by age and gender. 78% of the children and 52% of the youth declared that “to gain access to education opportunity after migration” is (partially/totally) valid for them.

Figure 10. Gaining access to education opportunity after migration



As Figure 10 demonstrates 84% of male children, 61% of female children, 56% of male youth, and 48% of female youth stated that to gain access to education opportunities after migration is valid for them. It would be reasonable to understand this divergence by gender and age as the reflection of actual inequalities of access to education.

Beyond these perceptions of the children and youth, the comparison of the educational statuses of the children and youth participated in this research with those of the participants of 2004 SES-ÇIK reveals that there are dramatic changes in the access of education. Rates of literacy and enrollment have increased seriously, and the time period children/youth go on to education has also risen. Furthermore the impact of gender inequality has relatively decreased.

Considering this difference revealed by the comparison with 2004 SES-ÇIK, the time period lived in Istanbul might be pointed to have a positive impact on the

education of the children and youth who came to Istanbul due to forced migration. An important portion of the children and youth interviewed by SES-ÇIK reported that they experienced migration during the ages of compulsory education. Since migration was experienced beyond the will of family and in an unplanned way, the first generation of the children and youth had real problems in participation in education. On the other hand 98.8% of children and 80.1% the youth interviewed by 2010 SES-DUY have already migrated to Istanbul at the age of compulsory education. Parallel with this fact the children and youth who have been in Istanbul at the age of compulsory education, have participated in education with higher ratios, and have gone on to education longer compared to former generations. This situation which might be interpreted as the effect of the time period lived in Istanbul had a positive impact on the children and youth's education. In the course of time the children and youth living in the interviewed households could benefit from the opportunities of education offered by the city.

While this change is very important, within the limits of this research it is impossible to argue that the negative impacts of forced migration on children and youth's education are over. The perceptions of the interviewed children and youth on this issue should be taken into consideration. Moreover a comparative research with broader data of Istanbul would be much more appropriate to analyze this impact. In this report, even though in a limited way, the education statistics of TurkStat and "Child well-being" survey results are referred in order to present the data of overall Istanbul. As a result of these comparisons for the participant children and youth in 2010 SES-DUY research the rates of literacy and participation in education, level of graduation of non-student children/youth, the ratio of success in school are observed to be lower. This difference should be examined more elaborately by future researches and policies aiming at concrete steps to be taken to improve the situation should be urgently developed.

2.2.3 Employment

In the 2004 SES-ÇIK research, it is stated that the children who have experienced the migration mostly drop out of school and work in the small workshops near their home, operating in such sectors as textile and shoe-making, with long working days, low wages and without insurance. Moreover, the fact that the children begin working at as low as 8-10 years old has been observed in that project. As for those children who did not experience the migration, it is mentioned that some of them have to work in summer vacations or after the school during the day. For the youngsters who have been responsible for the family livelihood, it is revealed that they hand in their salaries to the family and spend none of money for their own social life.

This section presents the information regarding the status of education and employment of children and youth including the comparison with the findings of 2004 SES-ÇIK. In SES-ÇIK, the children and youth were also asked if they had any problem at work. Being asked about those problems, many of them have complained about the lack of continuity of employment and of insurance, low wages, disagreements with employer, language incompetency and ethnic discrimination. However, the quantitative information on the frequency of occurrence of such problems is lacking. Thus, this section will present SES-DUY research's findings on the employment relations without comparing to SES-ÇIK. As the labor force participation of children in early ages is regarded as a significant problem, the information about children's working life is evaluated separately from youth. In the following section on child labor, a detailed discussion is provided about the children working for housework, as well as those doing paid-work.

2.2.3.a Child Labor

14.2% of the children (10 female, 27 male) participating in the 2010 SES-DUY research were working at the time of the interview. 17 of them were student at the same time. 5 out of 20 children not attending school had no primary school diploma. Furthermore, 10 working children were between the ages 12-14, under the legal working age.

Compared to SES-ÇIK findings, a larger share of children is mentioned to be able to continue education in SES-DUY. Also, related to this, there has happened a serious decrease in child labor (from 28.8% to 14.2%). Table 52 and 53 show

the educational and employment status of the girls and boys in a comparative manner.

Table 52. Educational and employment status of girls

		Student		Both student and employed		Employed		Neither employed, nor student	
		N	%	N	%	N	%	N	%
2004	SES-ÇIK (n=128)	73	57.4%	5	3.4%	25	19.6%	25	19.6%
2010	SES-DUY (n=126)	103	81.7%	2	1.6%	8	6.3%	13	10.3%

The rate of dropout girls has decreased from 19.6% to 6.3% in SES-DUY research. The ratio of girls neither attending to school nor being employed has dropped from 19.6% to 10.3%. It is observed that girls participate in education more than before, while getting more out of employment.

Table 53. Educational and employment status of boys

		Student		Both student and employed		Employed		Neither employed, nor student	
		N	%	N	%	N	%	N	%
2004	SES-ÇIK (n=97)	57	58.8%	7	7.6%	28	28.6%	5	5.0%
2010	SES-DUY (n=134)	102	76.1%	15	11.2%	12	9.0%	5	3.7%

Similar to the case with girls, there is a significant improvement in the educational status of boys: The ratio of boys having dropped out of the school has decreased from 28.6% to 9%. The ratio of boys doing both studying and working has increased from 7.6% to 11.2%. It appears that a smaller number of boys quit school when they begin working.

When compared to SES-ÇIK, the child labor seems to have had a significant decline. However, in SES-DUY interviews, the children are also asked whether

they had ever done any paid work before interview. 35% (91 children) of all 260 children answered that they had done paid work before interview. Half of the children (48) who have done some kind of paid work were student at the time of interview. In other words these children are those who work during summer vacations. Thus, the comparison with the findings of 2004 project shows that although the children have a better chance of attending the school, they continue doing paid work in certain periods.

Reasons of beginning working life in early ages

The most important reason the children begin working is the financial needs of their families. In addition, the participants refer to such reasons as “taking up a profession”, “making a living by themselves”, “not staying idle at home” and “staying away from bad habits”.

Table 54. Perception towards family’s economic condition

	N	%
My financial contribution is important for the family	30	%81.1
My father does not have a permanent job	30	%81.1
My family has debts being hardly paid off	23	%62.2
My family has hardship to pay for my/my siblings’ school expenses	21	%56.8

This research also measures the perception of children towards their family’s economic conditions. 30 working children state that their financial contribution is important for the family’s livelihood and the father is not able to find a permanent job.

Table 55. Concerns about the possibility that family gets short on money

To what extent the possibility that your family gets short on money disturbs your?	N	%
It disturbs me a lot.	32	86.5%
It disturbs me a little.	2	5.4%
It does not disturb me much.	1	2.7%
It does not disturb me at all.	0	0.0%

Moreover, 32 out of 37 children (86.5%) state that they are much disturbed about the possibility of their family’s getting short on money.

Conditions of employment

22 working children are unregistered blue-collar workers. The unregistered industrial jobs for boys are jobs as a worker or apprentice in small industrial sites and jobs in garment workshops. All girls in the same category are working in garment sector. The boys working as unskilled service laborers are working for small shops, butchers, or coffeehouses. Additionally, 3 boys are working on street.

Table 56. Profession groups

	Male	Female
Industrial worker without insurance	13	9
Unskilled labor in service sector	5	1
Working for a shopkeeper or in family job	6	0
Working on street	3	0

21 children stated that they go to their workplace on foot, while others use public transportation. 21 children reported that they have their fellow countryman as colleagues in their workplaces. Daily working hours are between 4 and 14 hours. They work 9.5 hours on average on a day. Only 2 children are insured. 5 working children (4 boys and 1 girl) have had an accident at work. 15 children have weekly salaries lower than or equal to 50 TL and 26 of them work more than 6 days a week.

Table 57. Weekly salary

	N
0-50 TL	15
51-100 TL	9
101 -150 TL	8
201-300 TL	1
301 TL or more	1

Working children are also asked about various experiences they might have at work, and they are required to state how valid those experience are for them.

Table 58. Positive experiences

	Male (n=27)	Female (n=10)
I find myself successful at work	25	10
I think I am learning a profession	21	6

25 boys find themselves successful at the work they are doing, while all of the girls do the same. Fewer children think they are learning a profession. 21 boys and 6 girls find useful what they do in terms of learning a profession.

Table 59. Negative experiences

	Male(n=27)	Female(n=10)
There is someone treating me badly in the workplace such as employer or master	2	3
I have a friend who had an accident at work	6	2
I do not feel safe at the workplace	9	4

The negative experiences cited in the questionnaire include “being exposed to mistreatment at work”, “work security” and “feeling safe at work”. 5 working children (2 boys and 3 girls) say that they have had a mistreatment by employer or master. 13 children (9 boys and 4 girls) do not feel themselves safe at work.

As indicated in Table 58 and 59 the children interpreted their work experiences largely in positive ways. Therefore only 14 children (8 boys and 6 girls) stated that they do not want to work.

Household care burden

In the literature on child labor, the housework is called attention as well as the paid work. The TurkStat research carried out in 2006 finds that 43.1% of children do housework. The issue is important for our purposes because of the structure of the families interviewed. According to the population statistics in 2000, the average family size is 3.85 in Istanbul and 4.5 in Turkey, while it is 6.7 in our sample. So children’s participation in housework is supposed to be a important problem for the children participated in this research.

This research considers the housework in relation to the “index of household care burden”, defined by the research “Child Well-Being”. This index counts such works as dish-washing, cooking, looking after other siblings, cleaning or helping part-time work done by the household. The index takes the value of “0” if such works are never done or done at most 1-2 times a month, “1” if done once a week, “2” if done a few days a week and “3” if every day. The index is the sum of the values and takes the value between “0” and “15”.

In our sample, 70 children (26.9%) stated that they do not do housework of any kind. The index of household care burden is 3.22.

Table 60. Household care burden by gender

	Male (n=134)	Female (n=126)	Total (n=260)
Household care burden	1.43	5.11	3.22

As expected, household care burden varies significantly across gender.

Table 61. Household care burden in relation to educational and employment status

	Student (n=205)	Employed (n=20)	Both student and employed (n=17)	Neither employed, nor student (n=18)
Household care burden	3.18	1.90	3.00	5.28

Index has the highest value for those neither employed nor student, and the lowest value for the working children.

Table 62. Household’s perception of income/need ratio and the household care burden

	Income does not meet basic needs (n=130)	Can barely manage from one month to the other (n=78)	Can subsist if do not buy anything unnecessary (n=43)	The income is enough to live with ease (n=9)
Household care burden	3.18	3.55	3.00	1.78

The index has the lowest value in those households having an income enough to live with ease.

2.2.3.b Employment of Youth

43.8% of all young people (53 female and 65 male) participating in the 2010 SES-DUY research were working when the interviews were carried out. The working 14 young (6 female and 8 male) were student, as well.

The number of working children has decreased significantly, compared to SES-ÇIK (from 60% to 43.8%). This has to do with the fact that more young people are able to continue school. Table 63 and 64 indicate the educational and employment status of the female and male young participants.

Table 63. Educational and employment status of the female youth

		Student		Both student and employed		Employed		Neither employed, nor student	
		N	%	N	%	N	%	N	%
2004	SES-ÇIK (n=77)	5	6.4%	0	0%	28	36.2%	44	57.4%
2010	SES-DUY (n=167)	34	20.4%	6	3.6%	47	28.1%	80	47.9%

While 36.2% of female young participants of SES-ÇIK were working, it has dropped to 31.7% in SES-DUY. The number of female participants out of work and school has declined from 57.4% to 47.9%.

Table 64. Educational and employment status of the male youth

		Student		Both student and employed		Employed		Neither employed, nor student	
		N	%	N	%	N	%	N	%
2004	SES-ÇIK (n=67)	5	8.2%	1	1.4%	53	78.1%	8	12.3%
2010	SES-DUY (n=100)	18	18.0%	8	8.0%	57	57.0%	17	17.0%

While 79.5% of male young participants of SES-ÇIK were working, this ratio is 63% in SES-DUY. Moreover, the ratio of male participants neither employed nor student is larger in SES-DUY.

However, 80.1% of the participants of SES-DUY stated that they have done paid-work before (n=214). Such 30 youngsters are those who worked in summer vacations. 30 others were not employed at the time of interview but were looking for a job. Furthermore, 29 women participants reported that they do not work anymore for such reasons as marriage, engagement, the family's negative reaction and the lack of security in the workplace. Thus, the labor force participation rate of participant young woman is 43.1%, with the unemployment rate of 26.4%. Unemployment rate is lower among young men (14.5%).²⁰ As expected the labor force participation rate is higher among men and the chief reason behind staying out of labor force for them is the attendance to school.

Table 65. Labor force participation, employment and the unemployment rates

	Male		Female		Total	
	N	%	N	%	N	%
Labor force participation	76	76.0%	72	43.1%	148	55.4%
Employment	65	65.0%	53	31.7%	118	44.2%
Unemployment rate	11	14.5%	19	26.4%	30	20.3%

The basic reason the young people begin working is the financial restraints their families face. Moreover, some men declared they began working with the intention of “learning a profession”, “holding on to life” or “facing toughness of the life”. Apart from financial motivations young women mentioned reasons such as “not to get bored at home”, “to gain self-confidence” and “to stand on their own feet”.

²⁰ According to TurkStat's 2009 labor force data, the unemployment rate in the age group 20-24 in Istanbul is 27.7% for women and 24.5% for men.

http://www.tuik.gov.tr/VeriBilgi.do?tb_id=25&ust_id=8

Table 66. Perception towards the economic condition of family

	N	%
My financial contribution is necessary for the family	104	88.9%
My father is occasionally unemployed	75	63.6%
My family has debts we hardly pay off	71	61.2%
My family has hard time to pay for my siblings' and my school expenses	67	57.3%

The working youngsters were also asked about the economic conditions of their families. 88.9% of them told that their financial contribution is necessary for family.

Employment conditions

Table 67 shows the occupations of the working youth. The young women are blue-collar worker in large part, working mostly in garment workshops. Young men are mostly unskilled service workers, either working as cleaner in shopping centers or as waiter/cashier. In addition, 3 men were working on street at the time of interview.

Table 67. Occupations

	Male		Female	
	N	%	N	%
White-collar employee	4	6.2%	7	13.2%
Unskilled service worker	21	32.3%	16	30.2%
Blue-collar with insurance	11	16.9%	7	13.2%
Blue-collar without insurance	19	29.2%	23	43.4%
Self-employed/shopkeeper	7	10.8%	0	0.0%
Working on streets	3	4.6%	0	0.0%

As expected, informal employment is widespread among the working youth. 56.4% of working youth (n=66) is employed in an uninsured/informal way.²¹

²¹ According to TurkStat's household labor force survey in 2010 April, the non-farm informal employment rate in Turkey is 29.4%.

<http://www.tuik.gov.tr/PreHaberBultenleri.do?id=6288>

This rate does not vary by gender. But, as shown in Table 72, women get lower wages than men. 67% of women and 50% of men get less than or equal to the minimum wage.

Table 68. Monthly wage

	Male		Female	
	N	%	N	%
100 YTL or less	1	1.5%	1	1.9%
101-200 TL	5	7.7%	1	1.9%
201-300 TL	3	4.6%	5	9.6%
301-400 TL	5	7.7%	6	11.5%
401-600 TL	19	29.2%	22	42.3%
601-800 TL	23	35.4%	11	21.2%
801-1200 TL	4	6.2%	6	11.5%
1201 TL or more	5	7.7%	0	0.0%

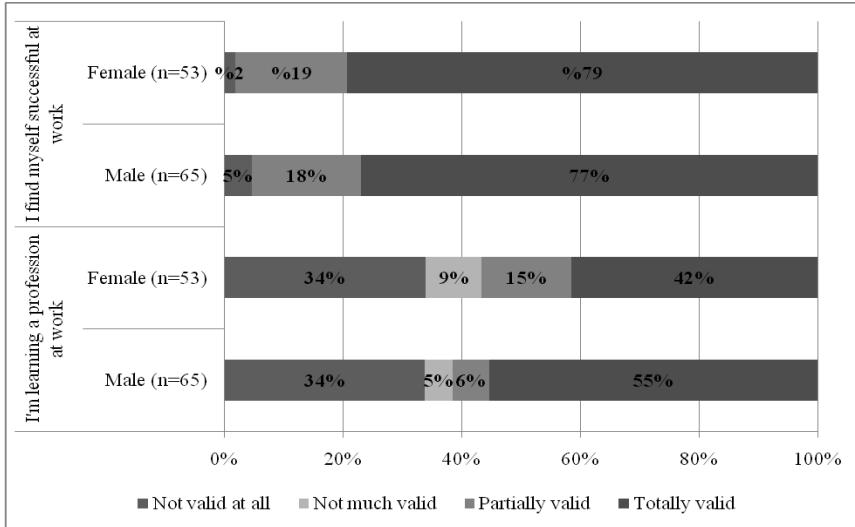
Moreover, 74.1% of working youth (n=86) work for at least 6 days a week. The average working hour is 10 hours a day. 40.2% of them work in their own neighborhoods.

Work experience

The working youth were read sentences having positive and negative judgments about work experience and they were asked to tell how valid those judgments are for them.

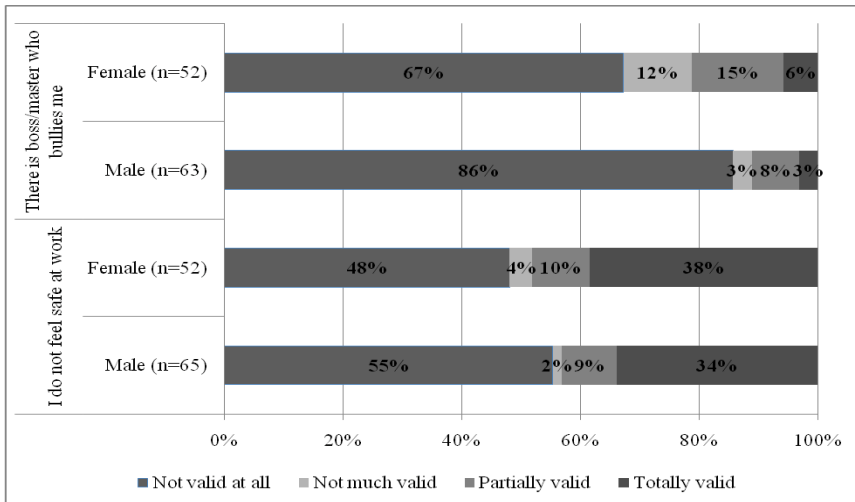
Figure 11 shows the attitudes of young people on whether they feel learning a profession and successful at work. Almost all of male and female workers declared that to feel successful at work is (partially/totally) valid for them. But the ratio of those who think that they learn a profession is lower. Only 61% of the men and 57% of women think they learn a profession (partially/totally).

Figure 11. Views on learning a profession and the feeling of success at work



The women participants look more pessimistic towards their work experience than men. Figure 12 presents the participants' views on facing mistreatment and the feeling of insecurity at work. While to be subjected mistreatment at work is (partially/totally) valid for 21% of women, the same ratio is 11% for men. 48% of women and 43% of men told that to feel insecure at work is valid for them.

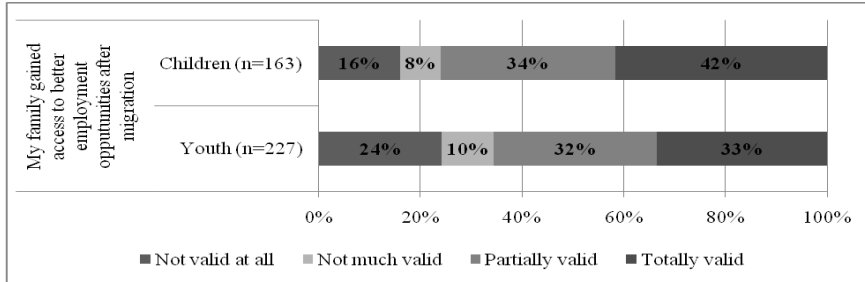
Figure 12. Incidence of mistreatment and the feeling of insecurity at work



2.2.3.c Migration and Employment

The participant children and youth were asked to interpret the change their family experienced in the access to employment opportunities after migration. The responses vary by age. 76% of children and 65% of youth stated that “the family gained access to employment opportunities after migration” is (partially/totally) valid for them. In both age groups, the answer does not significantly vary by gender.

Figure 13. Gaining access to employment opportunities



To a similar question asked in 2004 SES-ÇIK, 36% of children and 71% of youth answered that they had problems in finding a job after migration. Although it is hard to make a meaningful comparison as the questions are not exactly the same, the time period that has passed after migration is believed to have affected the perceptions regarding the opportunities of finding a job. Other comparisons with 2004 SES-ÇIK we make in this chapter indicate that less children are participating in labor force due to the higher schooling rates. While 29% of children are working in SES-ÇIK sample, the same ratio is 14% in this research. Although the decline is notable, it should be reminded that most children in our sample are working in summer vacations. As pointed out in the section on Education, employment negatively affects the success of children at school and failure leads to dropping out of school. Likewise, the employment rate among youth has also declined. While 60% of young participants in 2004 SES-ÇIK were working, the rate is 44% in SES-DUY. The decline is associated with, especially for woman, the longer school enrollment. On the other hand, the number of male participants neither employed nor student has increased in SES-DUY. This is probably due to the higher unemployment rate in Turkey than 2004. However, the sample’s unemployment rate is lower than the average rate in Istanbul. This difference should be considered in relation to the working conditions of youth. In our sample, 56% of the youth are employed informally and 58% of them get lower wages than the minimum wage.

2.2.4 Relationships

2004 SES-ÇIK made the observation regarding the relationship between children and other family members that the responsibility of taking care of children was largely conceived as mothers'. Moreover, since many mothers cannot talk Turkish at all or sufficiently, they were not able to observe their children's school life and thus unable to solve their problems. In addition, the 2004 report asserted that young people aged between 15 and 18 had communication problems with parents due to the cultural change and conflicts between the generations. Report also stated that this conflict raised from the fact that youth coming from immigrant families grew up in a totally different cultural context from their parents. All this cause over-control, repression and early marriages for girls, while boys were left "uncontrolled," thus they become more vulnerable to the dangers of city life. Nevertheless, SES-ÇIK argued that the family relations were still strong and thus, despite economic problems, children and youngsters rarely tend to perform risky and dangerous behaviors.

This section makes a limited quantitative comparison with SES-ÇIK. 2004 SES-ÇIK asked participants about their relations with their friends and family, and requested them to choose one of the options of "not good, fair, good, very good." In this research the participants were asked how "intimate" they feel to other family members. Both researches asked about the perception towards the discrimination between girls and boys in the family. SES-DUY additionally measures the friendship relations through variables like whether they share their secrets with friends and whether they feel happy with them. In the following chapter the answers of children and youngsters to these questions will be analyzed together.

2.2.4.a Relationships with Family

In 2004, 76.9% of children answered "good" and 6.7% of them "very good" when asked about their relations with family. As for the youth, the ratio of those who said "good" was 78.5% and for those saying "very good" it was 10.4%.

This research asked each child and youth how close they fell towards other family members. They choose one of "1 = we are not close at all", "2 = we are a little close", "3 = we are fairly close", "4 = we are very close". Table 69 presents the degree of intimacy of children and youth with their mothers and fathers. Children seem to feel closer to their parents than the youngsters do.

Additionally, children and youngsters state they feel more intimate with mother than father. This result is in accordance with SES-ÇIK's observations.

Table 69. Degree of intimacy with mother and father

	Children	Youth
With Mother (n=521)	3.74	3.67
With father (n=490)	3.48	3.27

The index of intimacy to parents combining the preceding two questions takes the values between 1 and 4. The index varies by gender and age. In addition, there seems to be a significant relationship between the closeness to parents with the employment/educational status and household's perception of income/need ratio.

Table 70. Degree of intimacy with parents by age

	12-14 years	15-17 years	18-20 years	21-24 years
Intimacy with parents	3.74	3.49	3.52	3.45

The index displays the maximum value for those between 12-14, and the minimum value for those between 21-24. It is reasonable to think that those between 15-17 feel more distant from parents than other children due to problems related to adolescence as pointed out by SES-ÇIK.

Table 71. Degree of intimacy with parents by gender

	Male child	Female child	Male youth	Female youth
Intimacy with parents	3.67	3.55	3.68	3.37

In both age groups, male participants declared to be more close to their parents. Those who feel most detached from their parents are the young women.

Table 72. Degree of intimacy with parents and employment/education status

	Student (n=205)	Employed (n=20)	Both student and employed (n=17)	Neither student not employed (n=18)
Intimacy with parents	3.64	3.60	3.50	3.42

Those who feel the closest across employment/educational status are the students who are not working. Those who are not studying nor working are at the other extreme.

Table 73. Households' perception of the income/need ratio and intimacy with parents

	Income does not meet basic needs (n=120)	Can barely manage from one month to the other (n=73)	Can subsist if do not buy anything unnecessary (n=41)	The income is enough to live with ease (n=9)
Intimacy to parents	3.56	3.60	3.72	3.89

There is a close association between these two variables. The worse the household's perception of the income/need ratio gets, the children feels more distant from parents. In addition, the feeling of children towards father takes the minimum value for the group saying "income does not meet basic needs."

Discrimination between girls and boys in the family

SES-ÇİK asked the participants whether there is discrimination between girls and boys in the family. 8.9% of the children (n=20) and 9% of the youth (n=13) answered "yes". In the SES-ÇİK report, the findings of these ratios lower than expected, is related to the internalization of the gender inequality or children's and youngsters' unawareness about it. By changing the format of the question this research asked the participants whether the following sentence is valid for them: "I think that my family treats girls and boys differently." 16.7% of the children (n=41) and 28.8% of the youth (n=75) told that this is (partially/totally)

valid for them. There is a significant relationship between the answers with the age and gender. In addition, the educational status of the child affects the perception towards gender inequality in the family.

Table 74. The perception towards gender inequality in the family by age

	12-14 years		15-17 years		18-20 years		21-24 years	
	N	%	N	%	N	%	N	%
Boys and girls are treated differently in the family	17	14.4%	24	18.8%	35	25.7%	40	32.3%

As seen in Table 74, the older the participant is, the more the participant's perception is in favor of the presence of gender inequality.

Table 75. The perception towards gender inequality in the family by gender

	Male child		Female child		Male youth		Female youth	
	N	%	N	%	N	%	N	%
Boys and girls are treated differently in the family	14	11.6%	27	21.6%	22	22.7%	53	32.5%

As expected, the young women are the group confirming the presence of gender inequality at most, and the male children stand at the other extreme.

Table 76. The perception towards gender inequality in the family by educational status

	Student child		Non-student child	
	N	%	N	%
Boys and girls are treated differently in the family	28	13.4%	13	35.1%

Moreover, the student children thought gender inequality is less present in their families.

The impact of family’s economic status and value judgments

The children and youth were also asked to detect to what extent the family’s economic status and value judgments have an impact on them comparing their peers.

Table 77. Impacts of the economic status and value judgments

	Male child		Female child		Male youth		Female youth	
	N	%	N	%	N	%	N	%
There are things I cannot do due to our economic problems	77	57.9%	73	58.4%	44	44.0%	106	64.6%
There are things I cannot do because my parents do not let me.	49	36.6%	71	56.3%	22	22.2%	79	47.6%

Among children, the perception towards the effect of the economic status of the family does not seriously vary by gender. 58% of boys and girls stated that there are things their peers can but they cannot do due to family’s economic problems. Among youth, this perception differs by gender as female youth feel more restricted by family’s economic problems. As expected, the effect of family’s value judgments is varied by gender in both age groups. Female youth (47.6%) and female children (56.3%) feel restricted by the value judgments more than any other group.

Feeling happy while being with family

Participants were asked how happy they feel themselves while being with their families. They choose a number varying on the range between “0=very unhappy” and “10=very happy”. The answers do not significantly vary by gender, while they notably differ by age and the family’s perception of the income/need ratio.

Moreover, there is a correlation between employment/educational status of children and how happy they feel with their family.

Table 78. Happiness with family by age

	12-14 years	15-17 years	18-20 years	21-24 years
Happiness with family	9.04	8.34	8.60	8.25

The children between 12-14 stand out as those feeling the happiest among all. The least happy ones are those youth between 21 and 24.

Table 79. Happiness with family by the perception of the income/need ratio

	Income does not meet basic needs	Can barely manage from one month to the other	Can subsist if do not buy anything unnecessary	The income is enough to live with ease
Happiness with family for children	8.65	8.68	8.67	9.22
Happiness with family for youth	8.32	8.34	8.93	9.75

The better the perception of the economic condition is, the happier the youngsters feel while being with family.

Table 80. Happiness with family by the employment/education status

	Student (n=205)	Employed (n=20)	Both student and employed (n=17)	Neither student nor employed (n=18)
Happiness with family	8.81	8.55	8.00	7.94

Student and non-employed children feel happier while being with their family. Those children both student and employed and those neither student nor employed feel less happy while being with their family.

2.2.4.b Relationships with Friends

SES-ÇIK questionnaire asked children to state how their friendships are by choosing one of “bad”, “fair”, “good” and “very good”. 71.6% of the children answered “good”, and the “very good” was chosen by 16% of them. On the other hand, 5.3% of them chose “bad”. As for the youth, the ratio of those saying they have “good” relations is 77.8%, and of those saying “very good” is 12.8%.

In order to understand the nature of friendships this research asked participants how frequent they share their secrets with their friends and how happy they feel while being with their friends. Secret sharing with friends vary by age, gender and employment/educational status.

Table 81. Secret sharing with friends by age

	12-14 years		15-17 years		18-20 years		21-24 years	
	N	%	N	%	N	%	N	%
I often share my secrets with my friends	44	34.6%	42	31.6%	46	32.6%	38	30.2%

The children between 12-14 told that they share their secrets with their friends more than any other group.

Table 82. Secret sharing with friends by gender

	Male child		Female child		Male youth		Female youth	
	N	%	N	%	N	%	N	%
I often share my secrets with my friends	34	25.4%	52	41.3%	30	30.0%	54	32.3%

Secret sharing seems to be more common among female children. Male children stand in the other extreme.

Table 83. Secret sharing with friends by employment/educational status

	Student		Employed		Both student and employed		Neither student, not employed	
	N	%	N	%	N	%	N	%
Ratio of those children sharing secrets often	71	34.6%	2	10.0%	4	23.5%	9	50.0%
Ratio of those youth sharing secrets often	20	38.5%	35	33.7%	4	28.6%	25	25.8%

According to employment/educational status, those who are sharing secrets with friends most are the children who are neither working nor studying. The working and dropout children share secrets with friends least. Among the youth, students are those who share secrets most. Youth both out of education and employment share secrets least.

The participants asked to chose the degree of how they feel while being with friends on a scale between “0=very sad”, and “10=very happy”. Their answers vary by age, gender and employment/educational status.

Table 84. Happiness with friends by age

	12-14 years	15-17 years	18-20 years	21-24 years
Happiness with friends	8.15	8.18	8.12	7.76

Young people between 21-24 feel less happy while being with friends than other children and young people.

Table 85. Happiness with friends by gender

	Male child	Female child	Male youth	Female youth
Happiness with friends	7.99	8.36	7.92	7.96

Among both children and youth, males appear to be less happy while being with friends. Additionally, female children are the group feeling happiest while being with friends.

Table 86. Happiness with friends by employment/educational status

	Student	Employed	Both employed and student	Neither employed nor student
Happiness with friends for children	8.20	7.40	7.88	8.94
Happiness with friends for youth	8.58	7.51	8.71	7.96

We find that employment/educational status affect the relations of children and youth with their friends in different ways. Among children, those not working and studying are the happiest ones while being with friends. Among youth, the students are happier than other while being with friends. Those working but dropped out of school are the least happy ones both among children and youth. This might associate with the work environment they are in. As stated above in the section on the employment, the work conditions of participants are really tough.

2.2.4.c Migration and Relationships

To uncover the effect of the migration on relationships demands a more comprehensive analysis compared to other issues (such as education and employment), since relationships are determined by various factors as will be shown in this section. Table 87 and 88 show how relations with friends and family are related to the place of birth.

Table 87. Happiness with family and the birthplace²²

	Born in Istanbul (n=266)	Experienced migration (n=259)
Happiness with family	8.74	8.42

²² As gender does stand out as an important determinant of the happiness while being with family, it is not used as a separate variable in this table.

Those who were born in Istanbul, among both children and youth seem to happier while being with family. The relation of migration with the fact that the children and youth who personally experienced migration feel less happy than others while being with their families should be investigated in future researches by also including qualitative data.

Table 88. Happiness with friends and the birthplace²³

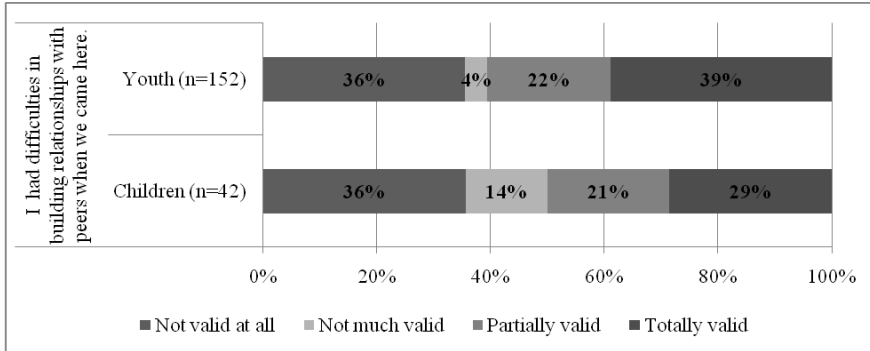
	Children born in Istanbul (n=188)	Children who experienced migration (n=72)	Youth born in Istanbul (n=78)	Youth who experienced migration (n=187)
Happiness with friends	8.08	8.39	8.20	7.86

Table 88 shows the relationship between happiness while being with friends and the place of birth. The youth who were born in Istanbul feel happier while being with friends than those who experience the migration. But this is not the case with children.

This correlation between the relationships with friends and the place of birth seems to be compatible with the perception of those migrated towards their peers. Figure 14 indicates that the half of the children and 60% of the youngsters said that “after migration, having difficulties in building relationships with peers” is (partially/totally) valid for them.

²³ Since gender does have an impact on this tendency it is not shown on this table.

Figure 14. Migration and the problems in building relationships with peers



If we consider all of the responses of the participants to the questions on the relationships, the children appear to feel happier while being with family than with friends. There are significant correlations between the feeling of happiness and such variables as gender, age, employment/educational status and the perception towards the economic condition of the family. The children and youth having the experience of the migration feel less happy with their family. But this is not the case with the happiness with friends, especially for children. Although these are valuable observations, this issue of relationships are more complicated due to its nature, thus it requires more qualitative research.

2.2.5. Space

2004 SES-ÇIK pointed out that the families who came to Istanbul due to forced migration settled in the neighborhoods in which their own *hemşeri* (fellow countryman) lived because of their lack of information about the city, as well as deep feeling of insecurity. As migration was involuntary and households lack economic resources, they were settled in low quality *gecekondu* neighborhoods. Moreover, in SES-ÇIK research, it is mentioned that for the immigrant children and youth, the most frequent emotion is insecurity in their local environment.

As this project aimed at identifying the changes in children and youngsters’ life since 2004, the spatial experiences in home, neighborhood and city were paid more attention in the questionnaire. The participants were asked about the characteristics of local environment, their participation in urban life, their demands about the places they live in, and how safe they feel in the city. As these issues were not addressed in 2004 SES-ÇIK, we cannot make a quantitative

comparison. But, their willingness and inclination to return back to hometown is presented in a comparative manner as this theme is also included in SES-ÇIK.

2.2.5.a Home

This section looks into the living conditions of children and youth, both related to the occurrence of housing problems and the facilities they have at home.

Housing problems

The participants were asked various questions related to their housing conditions and expected to explain whether they feel bothered of them. The lack of his/her own bed, poor heating system, overcrowding, whether the house is sunlit, the ceiling leaks, and some of the windows remain broken are the issues presenting the housing problems asked to participants. Table 89 sums up all the answers. 33.2% of all participants do not have their own bed at home. The most important problem apart from that is found to be the lack of sufficient heating.

Table 89. Housing problems

	N	%
Do not have his/her own bed	175	33.2%
We could not heat the house	173	32.8%
It is crowded	124	23.5%
The ceiling leaks	112	21.3%
It is not sunlit	104	19.7%
There are broken windows	37	7.0%

Combining the answers to these questions, an index of housing problems is constructed. The index is taking a value between 0=minimum and 6=maximum. This index significantly varies across gender, household's perception of income/need ratio and the year of arrival in Istanbul.

Table 90. Index of housing problems by gender

	Male child	Female child	Male youth	Female youth
Housing problems	1.22	1.50	1.23	1.49

As seen in Table 90, females addressed the housing problems more than males. This can be related to the larger amount of time spent at home by females.

Table 91. The household's perception of income/need ratio and housing problems

	Income does not meet basic needs	Can barely manage from one month to the other	Can subsist if do not buy anything unnecessary	Income is enough to live with ease
Housing problems	1.62	1.15	1.28	0.76

As shown in Table 91, there is a significant difference between the housing problems expressed by the participants living in the households which have sufficient income to leave with ease and others whose income does not meet even the basic needs. The index takes the minimum value for those living in the families which have enough income.

Table 92. The year of arrival in Istanbul and housing problems

	1981-1990 (n=116)	1991-1994 (n=185)	1995-1999 (n=151)	2000-2004 (n=44)
Housing problems	1.13	1.24	1.54	1.70

As expected, the value of index changes with year of arrival in Istanbul. The later the family migrates to Istanbul, the more the index of housing problems is. This indicates that the immigrant families are able to find better accommodation in the city over time.

The information on the causes of moving to a new residence collected from adults confirms this result. 36% of the households moved to a new dwelling after 2004 SES-ÇIK research (n=127). 41.7% of the adults stated they moved because of the poor qualities of their houses.

Facilities available at home

In the survey, besides housing problems, we asked the children and youth whether they have various facilities at home. These include the meat

consumption more than twice a week, internet connection, the availability of boot and winter coat. Table 93 presents the answers. It is remarkable that the ratio of those who consume meat more than twice a week is so low (20.1%).²⁴

Table 93. Facilities at home

	N	%
Meat consumption twice or more a week	106	20.1%
Internet connection	179	34.0%
Boot ownership	401	76.1%
Coat ownership	474	89.9%

We construct an index of facilities at home combining the answers to these questions, taking a value between 0=minimum and 4=maximum. The value of index varies by age, educational status, the household's perception of income/need ratio, and the year of arrival in Istanbul.

Table 94. Facilities at home by age

	12-14 years	15-17 years	18-20 years	21-24 years
Facilities at home	2.03	2.14	2.27	2.37

Table 94 shows that the older the participant is, the better the facilities are.

Table 95. Facilities at home by educational status

	Student child	Child out of school	Student youth	Youth out of school
Facilities at home	2.14	1.76	2.44	2.27

Those children and youth going on to school have better facilities than those who have quit school. Among all, the fact that children out of school have the least facilities at home is remarkable.

²⁴ The ratio of those children consuming meat three times a week or more often is found to be 60.8% in Istanbul, by the project "Child Well-Being."

Table 96. Household’s perception of income/need ratio and the facilities at home

	Income does not meet basic needs	Can barely manage from one month to the other	Can subsist if do not buy anything unnecessary	Income is enough to live with ease
Facilities at home	1.82	2.47	2.57	2.81

The better the household’s perception of the income/need ratio is, the better facilities the children and youth have.

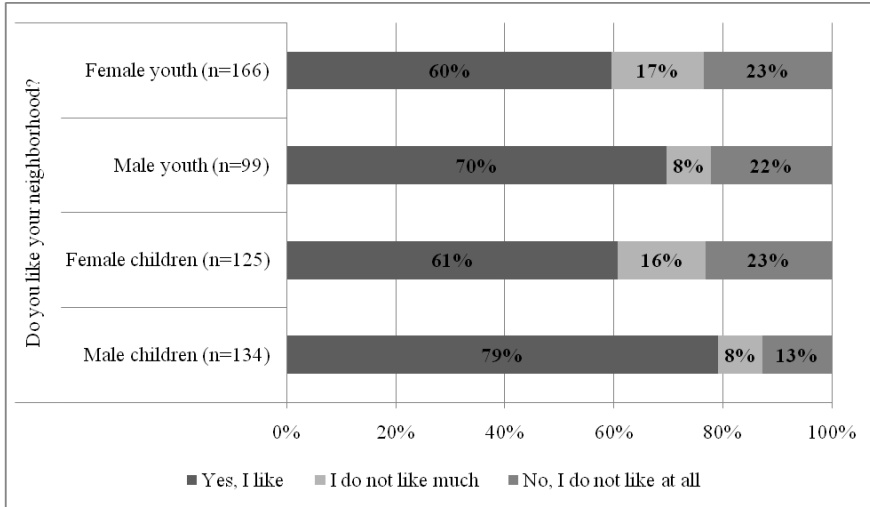
2.2.5.a Neighborhood

The second spatial scale the survey assessed is the neighborhood. In addition to satisfaction with the neighborhood, the participants were asked various questions related to negative incidences that might occur in the neighborhood and expected to explain whether they feel bothered of them. Furthermore, they are asked whether feel safe in the neighborhood.

Satisfaction with neighborhood

66.8% of the children and youth (n=350) stated they like their neighborhood, while 20.4% of them (n=107) do not like it at all. Figure 15 tabulates the answers to this question by gender. It is seen that male children are more satisfied with their neighborhood. This may well be due to the fact that male children socialize in neighborhood better than the youth and female children. Females may be far away from socializing in neighborhood because of the value judgments of their families and the feeling of insecurity.

Figure 15. Satisfaction with neighborhood



To measure the satisfaction with neighborhood, we use their negative attitudes towards neighborhood as additional proxies. These questions include the presence of dirty streets, the non-availability of places to socialize in neighborhood, the presence of drug use, the frequency of fights occurring in the neighborhood, feeling unsafe to walk around and poor neighbor relations. The frequency of such negative incidences is shown in Table 102. The participant children and youth are bothered of the dirty streets at most. Furthermore, the striking data about the neighborhood is that 52.9 % of participants stated they feel irritated about the other children using drugs.²⁵

Table 97. Negative aspects of the neighborhood

	N	%
Streets are dirty	402	77.0%
No place to meet friends	276	53.5%
Drug use among children	271	52.9%
Unsafe to walk around	205	39.1%
Frequent fights	148	28.6%
Weak neighbor relations	136	26.3%

²⁵ Among the survey participants, 4 youth stated that they have used drugs, too. Moreover, 4.2% of the children (n=11) and 27.7% of the youth (n=74) said that they smoke, while 3 children and 15 youngsters are using alcohol.

We construct an index showing negative aspects of the neighborhood combining the answers to above question. Taking a look at the relation of this index with the household's perception of income/need ratio and the year of arrival, it is observed that there is no significant relationship with any of these. However, negative aspects of the neighborhood vary by age, gender and educational status.

Table 98. Negative aspects of the neighborhood by age

	12-14 years	15-17 years	18-20 years	21-24 years
Negative aspects of the neighborhood	2.57	2.78	2.56	3.22

The youngsters between the ages 21 and 24 are more concerned about their neighborhood.

Table 99. Negative aspects of the neighborhood by gender

	Male child	Female child	Male youth	Female youth
Negative aspects of the neighborhood	2.42	2.95	2.46	3.13

Female children and youngsters assessed their neighborhood more negatively.

Table 100. Negative aspects of the neighborhood by the educational status

	Student child	Child out of school	Student youth	Youth out of school
Negative aspects of the neighborhood	2.61	3.06	2.25	3.07

As expected, the children and youth who go on education have more positive perceptions towards the conditions of neighborhood than those out of school. In addition, the index of the negative aspects of the neighborhood takes the lowest value for the youth in education.

Feeling of insecurity in the neighborhood

The sense of insecurity in the neighborhood was found to be severe among the children and youth in 2004 SES-ÇIK. However it lacks quantitative data, 2004 SES-ÇIK concluded that feeling of insecurity is the most frequent emotion of the children and youth who experienced forced migration. Thus, this research SES-DUY aimed at measuring this feeling quantitatively with the questionnaires. 35.8% of the participant children and youth stated that they feel unsafe in their neighborhood and bothered of this issue. In addition, the feeling of insecurity is significantly related to gender, the household’s perception of income/need ratio and the year of arrival in Istanbul.

Table 101. Feeling of insecurity in the neighborhood by gender

	Male child		Female child		Male youth		Female youth	
	N	%	N	%	N	%	N	%
Feeling of insecurity in the neighborhood	32	24.1%	46	37.7%	23	23.0%	85	51.8%

Female children and youth are found to be feeling more unsafe with their neighborhood. Especially 51.8% of young women stated that they feel insecure in the neighborhood.

Table 102. Household’s perception of income/need ratio and feeling of insecurity

	Income does not meet basic needs		Can barely manage from one month to the other		Can subsist if do not buy anything unnecessary		Income is enough to live with ease	
	N	%	N	%	N	%	N	%
Feeling of insecurity in the neighborhood	92	39.5%	63	34.8%	25	30.5%	4	19.0%

The better the household’s perception of their economic conditions is, the more secure the children and youth feel themselves.

Table 103. Feeling of insecurity in the neighborhood by the year of arrival in Istanbul

	1981-1990		1991-1994		1995-1999		2000 -2004	
	N	%	N	%	N	%	N	%
Feeling of insecurity in the neighborhood	34	29.6%	64	35.0%	56	38.1%	18	40.9%

Moreover, the later the family migrated to Istanbul, the more severe the feeling of security becomes. This variation may be associated with the total time spent in the city. For the sample of research, with the time passed after the migration, the feeling of insecurity is found to be lowered. Since the feeling of insecurity is more complex than measured in this qualitative survey, it should be investigated in relation to the relocation in the city, the adaptation to the neighborhood, the increasing number of acquaintances, and the current economic and social events as well.

2.2.5.b City Life

Participants were asked questions related to their social life outside home and neighborhood. These include whether they ever go out and how often they go to cinema, theater or concerts. In addition to the satisfaction with the city, the participants were asked various negative perceptions of Istanbul and expected to explain whether they are concerned about them. Then, we assess quantitatively the feeling of insecurity in the city. This section follows on the demands of participants about the place they live in.

Social life

The frequency of going out of neighborhood is shown by age in Table 104. 19.4% of the children said they never go out of the neighborhood and 24% of them say they go out regularly (once a week or more often). For youth, these ratios are 11.7% and 27.4% respectively. As expected, youth are more inclined to go out of neighborhood than children.

Table 104. Frequency of going out of neighborhood

	Children		Youth	
	N	%	N	%
Never	50	19.4%	31	11.7%
Rarely (a few times in a year)	37	14.3%	28	10.5%
Sometimes (less often than once a month)	67	26.0%	72	27.1%
Often (1-3 times a month)	42	16.3%	62	23.3%
Quite an often (once a week or more often)	62	24.0%	73	27.4%

The data of the frequency of going out is an important indicator of social life. But it must be born in mind that these answers include visiting relatives especially for young women, while it is visiting friends or going to parks in close neighborhoods for children. Indeed, in another question about social life, 57.1% of the children and 42.5% of the youth expressed that they have “never” gone to see cultural activities such as cinema, theater or concert. Those who go to see such cultural activities once a month or more often corresponds to 7.7% of children and 12% of youth.

Table 105. Frequency of attendance to cultural activities (cinema, theatre and concert)

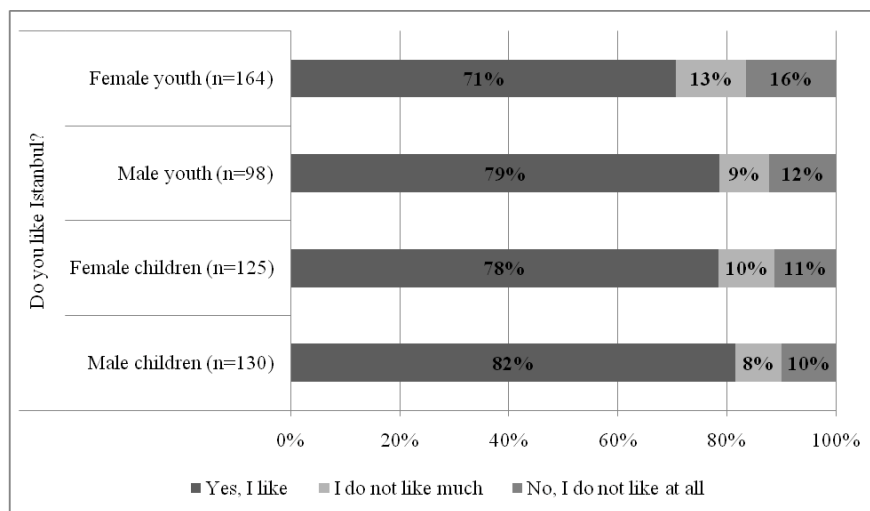
	Children		Youth	
	N	%	N	%
Never	141	57.1%	110	42.5%
Rarely (1-2 times in a year)	48	19.4%	67	25.9%
Sometimes (Less often than once a month)	39	15.8%	51	19.7%
Often (1-3 in a month)	16	6.5%	25	9.7%
Quite often (Once a week or more often)	3	1.2%	6	2.3%

Additionally, while the attendance to cultural activities does not change with gender for children, it varies across gender for youth. 47.8% of the females have never attended to any cultural activity, while the ratio is 33.7% for the male youth.

Satisfaction with Istanbul

76.8% of the children and youth (n=397) stated that they like Istanbul, while 12.8% say they do not like it at all. The answers are shown in Figure 16 in relation to gender. Just like the feeling about the neighborhood, male children like the city more than female children and youth. In addition, those who like the city least are the female youth.

Figure 16. Satisfaction with the city



In the questionnaires, sentences that include negative and positive decisions on Istanbul were used. The data of the negative decisions on Istanbul including traffic, the incidences of fight, the police asking for ID for no reason and overcrowding are shown below. Table 106 shows the ratio of participants being concerned with these problems. It is seen that children and youth feel most uncomfortable with traffic problem. In addition, the striking data related to decisions on Istanbul is that 67.9% of the participants feel uneasy with the fact that the policeman asks for showing ID for no obvious reason.

Table 106. Decisions on life in Istanbul

	N	%
Too much traffic	431	82.9%
Fights on streets	367	70.6%
Police asking for showing ID	347	67.9%
Overcrowded	242	46.3%

We construct an index of negative perception of living in Istanbul, combining the answers to these questions (minimum=0, maximum=4). Variation of the index by age, gender, educational status and the place of birth are found to be significant.

Table 107. Negative perception of living in Istanbul by age

	12-14 years	15-17 years	18-20 years	21-24 years
Negative perception of living in Istanbul	2.40	2.58	2.82	2.92

The older the participant is, the more the perception of living in Istanbul becomes negative. Those between the ages 18 and 24 seem to be most dissatisfied with living in Istanbul among all.

Table 108. Negative perception of living in Istanbul by gender

	Male child	Female child	Male youth	Female youth
Negative perception of living in Istanbul	2.43	2.57	2.84	2.88

Again, male children are those being most pleased with living in Istanbul. They compose the group who share less negative decisions on Istanbul. On the other hand, the most uncomfortable group is female youth.

Table 109. Negative perception of living in Istanbul by educational status

	Student child	Child out of school	Student youth	Youth out of school
Negative perception of living in Istanbul	2.48	2.59	2.81	2.89

Overall, students have more positive perceptions of Istanbul than those out of school.

Table 110. Negative perception of living in Istanbul by birthplace

	Children, born in Istanbul (n=180)	Children who experienced migration (n=70)	Youth, born in Istanbul (n=74)	Youth who experienced migration (n=179)
Negative perception of living in Istanbul	2.55	2.36	2.69	2.93

Besides, it is remarkable that the index of negative perception of living in Istanbul takes the lowest value for the children who experienced migration. As for youth, those experienced migration are more dissatisfied with the city.

Table 111. Perception of income/need ratio and negative perception of living in Istanbul

	Income does not meet basic needs	Can barely manage from one month to the other	Can subsist if do not buy anything unnecessary	Income is enough to live with ease
Negative perception of living in Istanbul	2.63	2.66	2.82	2.90

Interestingly, the better the economic condition of the family, the worse the negative perception of living in Istanbul goes.

Feeling of insecurity in Istanbul

53.6% of the children and youth (n=279) stated that they do not feel safe in the city. This is more widespread than the feeling of insecurity in the neighborhood (35.8%). This feeling is found to be related to gender and the year of arrival in Istanbul.

Table 112. Feeling of insecurity in Istanbul by gender

	Male child		Female child		Male youth		Female youth	
	N	%	N	%	N	%	N	%
Feeling of insecurity in Istanbul	56	41.8%	66	53.2%	37	37.8%	120	72.7%

Male youth feel insecure least, while the female youth do most. In addition, the females feel more uneasy with living in Istanbul than the males.

Table 113. The year of arrival and feeling of insecurity in Istanbul

	1981-1990		1991-1994		1995-1999		2000 -2004	
	N	%	N	%	N	%	N	%
Feeling of insecurity in Istanbul	51	44.7%	105	56.8%	86	58.1%	19	43.2%

The feeling of insecurity in the neighborhood increases with the total time spent in the city, while this is not the case with the feeling of insecurity in the city. The children and youth coming from the families which came to Istanbul in the decade 1990s feel more insecure in the city than those whose families migrated in the 1980s or 2000s.

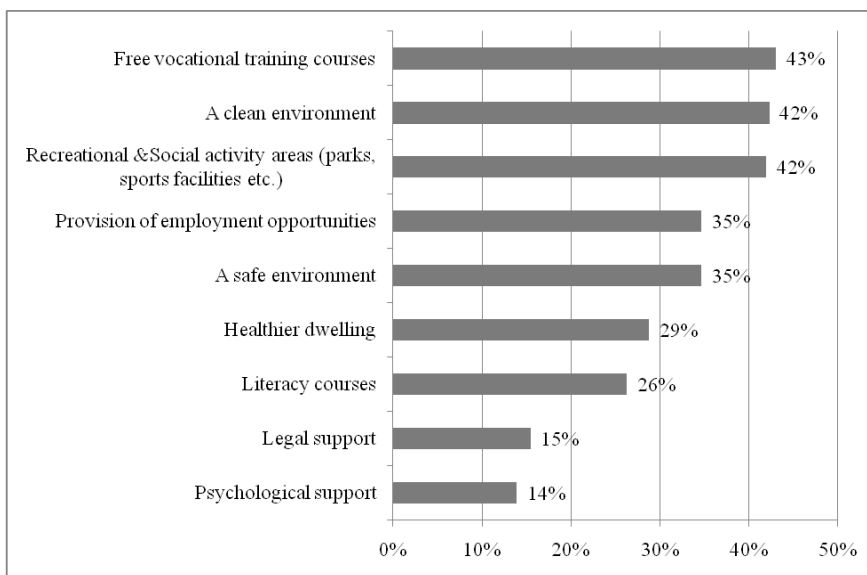
Demands

The participants were asked to choose three conditions which could make their local environment better. As shown in Figure 17, they expressed the need of the free vocational training courses (43%) at most. Other important conditions raised by the participants show the call for a clean environment (42%) and social activity areas like parks and sport areas (42%).

The most raised conditions are same for both males and females. But the frequency of others varies by gender. While females attach more importance to free vocational training courses (45%), the males regard social activity areas (47%).

When related to the age, youth are observed to be in favor of more employment opportunities in the first place (44%), then of the free vocational training courses (41%) and lastly of social activity areas(37%). As for the children, they prefer to have a clean environment in the first place (50%), followed by better social activity areas (47%) and lastly free vocational training courses (45%).

Figure 17. Demands for a livable place



We think that there are significant linkages between these answers and other findings of this research. As pointed out in the section on employment, one out of 5 youth participants was unemployed at the time of interview. Moreover, those employed have tough work conditions. 74% of the youth work at least 6 days a week. 56% of them work informally, while 58% earn at most equal to the minimum wage. Thus, the fact that they want free vocational training courses and provision of employment opportunities reflect their demand for a decent wage and better working conditions like fewer working hours. Also, the most cited problem with the neighborhood is the dirty streets (77%), which are somehow related to the second important demand for a clean environment. Again, most of participants complain about the lack of places in neighborhood in which they can socialize, which is associated to their demand for better social activity areas.

2.2.5.d Willingness to Return

2004 SES-ÇIK had two questions on the willingness to return to hometown. In the first question, whether they wanted to go back was asked with definite “yes” or “no” answers. The second asked, given the facilities available where they would live, Istanbul or hometown. Based on the answers to these questions, 66% of the youth and 37% of the children are stated as willing to go back and live in their hometown. But, it was noted that in order to understand the willingness to return, more refined questions discriminating between “wants” and “behaviors” were needed, as the answers to these questions were also related to the ongoing problems in the hometown, the insufficient living conditions and their conviction that the return was out of option.

Since 2004 SES-ÇIK, there happened some legal regulations regarding the return to hometown, the restrictions on the return to some villages were released and some immigrants got compensation for their losses during the forced migration.²⁶ Thus, in this research the households were asked whether they were aware of these new laws and have applied to return. The fact that 42.5% of the adults representing the households appeared not to know about this change in the law indicates these families have not been informed well.²⁷ On the other hand, only 21.4% of those families informed about the law have applied for return. When asked why they do not apply, the most cited reason is that the conditions in hometown do not change, allowing them to go back (33.5%). Moreover, 20.7% of the adults said that their villages lack employment opportunities so they have not applied for the return. Those who do not like the content of the law or simply do not know how to apply constitute 21.2% of participant households. Also,

²⁶ The Law for the Compensation of the Losses due to Terror (Law 5233) was issued on 27.07.2004. In addition, The Cabinet made a new regulation on 17.05.2005 regarding “Return to Village and Rehabilitation Project”, and prepared a “strategy document” titled “Measures about the displaced people and Return to Village and Rehabilitation Project”.

²⁷ A report published by Goc-Der in 2008 announced the ratio of the families being unaware of the Law 5233 as 49%. Another research carried out by Population Studies of Hacettepe University in 2006 gave a similar figure of 47%, and the ratio of the families ignorant of the Return to Home and Rehabilitation Project as 50%. See Goc-Der, 5233 Sayılı Yasanın İstanbul Ölçeğinde Başvuru Oranının Araştırılması,” 2008 and HÜNEE, “Türkiye’de Göç ve Yerinden Edilmiş Nüfus Araştırması,” 2006.

22.5% of those who were aware of the law, expressed that it has been dispensable to apply, as they do not want to go back.

In this research, the children and youth were asked about their willingness to go back and the reasons, where they would like to live if they were able to choose freely. We include another option “I want to go back seasonally” to the first question of SES-ÇIK, refining the question a bit more. As Table 114 shows, 30.9% of the children and 43.8% of the youth want to go back to their hometown. The ratio of those who do not want to go back is 34.7% of the children and 28.3% of the youth. The ratio of those stating that they want to return just seasonally to visit relatives or for holiday is 34.4% of the children and 27.9% of the youth.

Table 114. Willingness to return

	2010 SES-DUY				2004 SES-ÇIK			
	Child		Youth		Child		Youth	
	N	%	N	%	N	%	N	%
Yes, I want to go back	80	30.9%	116	43.8%	85	37.2%	95	66.0%
Yes, but seasonally	89	34.4%	74	27.9%	-	-	-	-
No, I do not want	90	34.7%	75	28.3%	140	62.8%	49	34.0%

Comparing the findings of two researches, the inclusion of the option “Yes, I want to go back seasonally” significantly changed the answers of the participants. This option reduced the ratio of “yes” and “no” significantly. Moreover, it is meaningful that a major part of the participants expressed that they want to return hometown on a seasonal basis. This shows that it would be misleading to consider the willingness to return in terms of such mutually exclusive categories like “yes” or “no”.

On the other hand, the inclusion of a third answer changed the answers of the children and the youth in different ways. The ratio of the children who refuse to go back decreased by 28% and those who want to return increased by 6%. As for youth, the ratio of those in favor of return decreased by 22% and those against it decreased by 6%.

Compared to SES-ÇIK, it looks like that youth participants of SES-DUY are more in favor of the return. 30.9% of the children want to return, and so do

43.8% of the youth. In addition, 82.9% of the adults representing the families want to return.²⁸ We can conclude that older people have more willingness to return.

We also have an open-ended question to measure the willingness to return, asking them where they would like live when they freely chose. Table 120 indicates that 44.2% of the children and 38.3% of the youth want to live in Istanbul. The ratio of those saying they would like to live in their hometown is 19.6% of the children and 23.7% of the youth. Note that those saying they would like to live abroad are quite a lot. 18.8% of the children and 21.8% of the youth want to move abroad. The most cited places other than Istanbul, Diyarbakır or other usual hometowns of the immigrants, are Izmir and Antalya.

Table 115. Places they would like to live in if they chose freely

	2010 SES-DUY				2004 SES-ÇIK			
	Child		Youth		Child		Youth	
	N	%	N	%	N	%	N	%
Istanbul	115	44.2%	102	38.3%	154	68.7%	52	36.1%
Hometown	51	19.6%	63	23.7%	71	31.3%	92	63.9%
Abroad	49	18.8%	58	21.8%	-	-	-	-
Another city	35	13.5%	27	10.2%	-	-	-	-
Diyarbakır	3	1.2%	8	3.0%	-	-	-	-
Other cities								
immigrants	3	1.2%	3	1.1%	-	-	-	-
departed								

This question was a multiple-choice one in 2004 SES-ÇIK, asking participants to choose between “Istanbul” and “hometown”. But as it looks like the other question, “Do you want to return? Yes or No”, the results remained unchanged. More than 60% of the youth and 30% of the children state they want to live in their hometown.

We observe a decrease in the willingness to return from 2004 SES-ÇIK to 2010 SES-DUY. We think that this decline is associated with both the change in the

²⁸ Goc-Der’s 2008 study reported that 81.7% of the participants want to return to their hometown. HUNEE’s 2006 research investigates the relationship between the willingness to return and age. It suggests that 38% of those younger than 35, 54% of those between 35-45 and 81% of those over 55 are inclined to migrate back.

form of the question and the time that has passed since they migrate to Istanbul.²⁹ Especially the decrease in the willingness to return among the youth (from 63.9% to 23.7%) looks striking. Considering the small rise in the ratio of those in favor of living in Istanbul (from 36.1% to 38.3%), this supports our contention that the willingness to return decrease over time as immigrants adapt to city life.

The answers to this question, being supposed to reflect the willingness to return, is presented in the tables below in relation to gender, educational status, the household's perception of the income/need ratio and the birthplace.

Table 116. Willingness to return by gender

	Male child		Female child		Male youth		Female youth	
	N	%	N	%	N	%	N	%
Want to live in hometown	32	23.9%	19	15.1%	25	25.0%	38	22.9%

Although the female children have more pessimistic views of city life and feel more insecure, they want to return to hometown on a lesser degree. This may be associated with the fact that young woman benefit from education and employment opportunities and better social life to a larger degree in the city than in their hometown.³⁰

Table 117. Willingness to return by educational status

	Student child		Child out of school		Student youth		Youth out of school	
	N	%	N	%	N	%	N	%
Want to live in hometown	46	20.7%	5	13.2%	15	22.7%	48	24.0%

The relationship between the willingness to return and the educational status is in different directions for the children and youth. The student children are more

²⁹ This result is in accordance with the comparison between the reports of Göç-Der published between 1999-2001 and in 2008.

³⁰ This difference confirms the qualitative data in the TESEV's 2006 report "Facing Forced Migration". See TESEV, "*Zorunlu Göç*" ile Yüzleşmek: *Türkiye'de Yerinden Edilme Sonrası Vatandaşlığın İnşası*, 2006.

willing to move back to hometown than the children out of school. As for the youth, those out of school are more willing to live in hometown than students.

Table 118. Household's perception of the income/need ratio and willingness to return

	Income does not meet basic needs		Can barely manage from one month to the other		Can subsist if do not buy anything unnecessary		Income is enough to live with ease	
	N	%	N	%	N	%	N	%
Want to live in hometown	43	18.1%	36	19.9%	28	33.3%	7	33.3%

The children and youth coming from the families whose income does meet its basic needs or who can barely manage from one month to another are less inclined to migrate back.

Table 119. Willingness to return by birthplace

	Child born in Istanbul		Child who experienced migration		Youth born in Istanbul		Youth who experienced migration	
	N	%	N	%	N	%	N	%
Want to live in hometown	38	20.2%	13	18.1%	16	20.8%	47	25.1%

The youth who experienced migrations appear to be most willing to return (25.1%), while the children in the same situation are least willing to return (18.1%). This may reflect the degree to which the participants remember the experience of migration: The youth have a more lively memory of migration, while the children know about that as far as they are told by the parents.

Those who want to return back or stay in Istanbul were asked about their reasons. The participants' responses to this open-ended question are classified and the most expressed three reasons are displayed in table 125 and 126.

Table 120. The most cited reasons of the willingness to return

Male children	Female children
<ul style="list-style-type: none"> • It is my hometown, soil and people. I belong there. (56%) • My family and relatives live there. (29%) • Conditions are better there. It is difficult to live in Istanbul. No job in Istanbul. (13%) 	<ul style="list-style-type: none"> • It is my hometown, soil and people. I belong there. (47%) • My family and relatives live there. (22%) • There is better environment, clean water and air. (22%)
Male youth	Female youth
<ul style="list-style-type: none"> • It is my hometown, soil and people. I belong there. (52%) • Conditions are better there. It is difficult to live in Istanbul. No job in Istanbul (34%) • Hometown is quiet, more comfortable. Istanbul is noisy, crowded and tiring. (14%) 	<ul style="list-style-type: none"> • It is my hometown, soil and people. I belong there. (60%) • My family and relatives live there. (14%) • Conditions are better there. It is difficult to live in Istanbul. No job in Istanbul. (13%)

The most cited three reasons of the willingness to return to hometown are presented in Table 125 according to gender and age. The most cited reason seems to be the feeling of belonging. Secondly, all groups except the female children complain about the lack of employment opportunities and the difficult economic conditions in Istanbul. This is due to the fact that almost all female children are unemployed and other groups are responsible for the livelihood of family. Male youth also point out that life in Istanbul is tiring, crowded and noisy.

Table 121. The most cited reasons of the reluctance to return

Male children	Female children
<ul style="list-style-type: none"> • I am used to live in Istanbul. All my friends are here. I know no one in hometown. (28%) • The people there have a different lifestyle and perceptions. I cannot get used. They would not understand me. Life is traditional and rigid there. I would feel constrained. (18%) • We have better opportunities and facilities in Istanbul. (18%) 	<ul style="list-style-type: none"> • I like Istanbul. I do not like the village. (27%) • No education opportunity there. People are ignorant. I want to get educated. (25%) • The people here have a different lifestyle and perceptions. I cannot get used. They would not understand me. Life is traditional and rigid there. I would feel constrained. (21%)
Male youth	Female youth
<ul style="list-style-type: none"> • There is no job there. (31%) • We have better opportunities and facilities in Istanbul (23%) • The people here have a different lifestyle and perceptions. I cannot get used. They would not understand me. Life is traditional and rigid there. I would feel constrained. (20%) 	<ul style="list-style-type: none"> • We have better opportunities and facilities in Istanbul. (35%) • The people here have a different lifestyle and perceptions. I cannot get used. They would not understand me. Life is traditional and rigid there. I would feel constrained. (30%) • I like Istanbul. I do not like the village. (17%)

It looks like that the reason of the reluctance to return to hometown varies more across gender and age than the reason of the willingness to return. As presented in Table 126, the most cited reasons among the male children are their friendships in Istanbul. This is not shared by other groups, though. This is, as pointed out by SES-ÇIK, likely to be related to the fact that the male children have better relationships in the neighborhood. The girls mostly said that they like Istanbul or do not like their village without specifying any reason. Secondly, female children cite as one of the reasons of the reluctance to return the lack of education opportunities in their hometown. As we point out in Education section, female children find themselves more successful at school, and are more willing

to go on to school than male children. In addition, if we consider that the gender inequality in the participation to education is more widespread in the cities releasing immigrants, the educational concerns seem to be more relevant for female children.

Male youth point to the lack of jobs in hometown. This is highly likely to be associated with that mostly male youth are responsible for the livelihood of their family. As for the female youth, they point to the lack of facilities.

It seems that among the most cited reasons of the reluctance to return lies the concern about the different perceptions and lifestyles and the fear of the limitations on the social life. As one may expect, this is raised mostly by female youth. This finding is in line with 2004 SES-ÇIK's observation that young women are more pleased with city life as opposed to a number of difficulties.

CHAPTER 3: CONCLUSION

This report aims at identifying the changes in the living conditions of the children and youth who came to Istanbul due to forced migration. At the first stage the research project was formulated to make a comparison with SES-ÇIK, which was carried out in 2004, thus it was tried to reach the same households interviewed 6 years ago and the impacts of the time period since migration on children and youngsters' lives are investigated. While formulating the content of the report, besides the comparison with 2004 SES-ÇIK research, the information acquired from interviewees on those issues defined as health, education, work, relationships and space were also found important, thus they were addressed in detail. This conclusion first discusses the main findings of the research including the comparison with 2004 SES-ÇIK, and then evaluates the policy proposals the participants pointed out.

The findings on health issue reveal that the children and youth who came to Istanbul due to forced migration have serious health problems. 14.6% of the participant children and 16.5% of the youth suffer from some chronic diseases. This ratio is far more than the city average in Istanbul in the same period 7.4%, which was found by the research project "Child Well-Being". In addition, female youth appear to be the unhealthiest group, compared to the male youth and the children all together.

Since SES-ÇIK investigates the psychological problems the participants might have, participants were also asked whether they have such problems. The youth found to have more psychological problems than the children, in line with the finding of SES-ÇIK.

Another indicator of health conditions is whether the participant has ever had a severe accident or injury. 34.2% of the children and 22.6% of the youth appear to have had a severe injury. This is much higher than the average in Istanbul, 11.1%. The most frequent accident they had is the injuries taking place in neighborhood, which indicates how insecure their environment is.

Another health issue is considered to be the child mortality. 34.7% of the participant families experienced the death of at least one child younger than 5 years old. This rate also is very higher than the average in Istanbul (10.3%). In addition, the incidence of the death of the children and youth older than 5 was found to be quite often. Including the death of the children younger than 5, every 4 out of 10 families witnessed at least one child or youth death. This finding

clearly demonstrates that this research's target population grapple with very serious health problems which threaten their most basic right, namely right to live.

The section on education includes the comparison of the findings of 2004 SES-ÇIK and 2010 SES-DUY on the educational status of the children and youth, more particularly the findings on the literacy, the school enrollment, and dropout. In the six-year period between two research projects, the rates of literacy, school enrollment and the participation in post-compulsory education are observed to increase in a substantial way. Moreover, the gender inequality in education has decreased.

The ratio of illiteracy was found to be 9.3% among children by 2004 SES-ÇIK, while it dropped to 0.4% in 2004 SES-ÇIK. As for youth, while it was 25% in 2004, it is to be now 3.4%. Although the impact of gender inequality on literacy seems to have decreased, it is indicative that all illiterate children and youngsters in this research are found to be female.

While the rate of school enrollment was 62.2% among the children in 2004 SES-ÇIK, it goes up to 85.4% in 2010. While it was 7% among youth, it is now 25%. While the primary school graduates were the majority among the children and youth who had dropped out of school, it is now the graduates of secondary school in 2010. This difference also indicates that between the two researches the participation in education has increased.

The findings reveal that there is a positive impact of the time passed by after migration on the educational status of the children and youth. However compared to Istanbul averages, an inequality in the access to education reveals to endure. For instance, according to TurkStat's education statistics, while the rate of illiteracy in the age group 18-24 is 3.4% in Istanbul, it is 3.4% in our sample. Furthermore, while the secondary school graduates is the most crowded group in 2010 SES-DUY's sample (34%), TurkStat shows that the most crowded group in Istanbul is high school graduates (45.4%). Thus, even though the immigrant families came to benefit more from the education facilities in Istanbul, they are still behind their peers in Istanbul in terms of educational status.

Another important finding regarding educational status is the reasons of dropping out of school. Female children drop out of school earlier than male children and find themselves more successful and interpret their school experiences in a more positive way. Although this seems contradictory at first, it

make sense considering the fact that inability of getting permission from family is pointed by an important portion (12.4%) as the reason of drop out. In addition, the most mentioned reason behind dropping out (62%) is the inability of family to pay for the school expenses or having to work. In line with this, there is a significant correlation between the household's perception of the income/need ratio and the family support for education. Moreover, the school expenses came out to be the cost item, which households found their income to be most insufficient to meet (47.2%).

The information presented in comparison with 2004 SES-ÇIK research in the section on Employment are the child labor and the employment conditions of the youth. In the time passed since 2004, the rate of child labor and the number of employed youth have decreased substantially.

While 29% of the children participated in 2004 SES-ÇIK were working, only 14% of the children are working participated in this research. Although this decline is promising, an important portion of the children in the sample are working in summer vacations. Furthermore, as argued in the section on education, employment affects the school performance of the children negatively and failure leads them to drop out.

While 60% of the youth founded to be employed by SES-ÇIK 2004, the ratio detected by SES-DUY 2010 is 44%. This decline is associated with increasing number of years in school, especially for women. On the other hand, the ratio of young men who dropped out and is unemployed has increased. Thus, the decrease in the ratio of the working male youth in the time passed indicates that the unemployment has become a more serious problem for the young man participated in 2010 SES-DUY than participants of 2004 SES-ÇIK. This may well be related to the increasing general youth unemployment rates in the country in the time passed between two researches. On the other hand the unemployment rate among youth participated in the research (20%) is lower than the average rate in Istanbul (25%). This seemingly odd finding should be considered in relation with the work conditions of the participants. 74% of the youth participants work for at least 6 days a week, 56% of them work informally and 58% of them earn at most minimum wage.

Another worthwhile finding on the employment conditions discovered by this research is regarding the gender inequality. While unemployment rate among female youth is 26.4%, it is 14.5% among male youth. The female youth earn lower wages than their peers. While nearly 67% of the female youth earn less

than or equal to minimum wage, the same ratio is 50% for the males. Moreover, women face mistreatment more than males and feel more insecure at the workplace.

In the report, the field of relationships is divided into two parts; relationships with family and relationships with peers. The analysis of this field in relation to gender, education, the birthplace and the household's perception of income/need ratio is presented.

First of all, it is revealed that male children constitute the group which feels most intimate with the parents and the female youth feel least intimate as a group. Student participants feel happiest while being with their family, and reported at the least degree that there is gender inequality in the family. Young women and female children stated they feel more constrained by their families than their peers. Moreover, all participants maintained that their family's economic strain limit themselves more than the family's value judgments.

The findings reveal that the economic conditions also have an important influence on the relationships. In the families stating that they have enough income to live with ease or to meet the needs, the children and youth feel more intimate with their parents and feel happiest while being with family.

Those who find their friendships most satisfactory are the female children. The relation between the feeling of happiness while being with friends and employment status is found to be important. Working children share their secrets with friends less than others and feel less happy while being with friends.

This report maintains that another variable effecting on the relationships is the experience of migration. Those children and youth who have experienced the immigration feel less happy while being with their families compared to those born in Istanbul. On the other hand, the effect of migration on the friendships is different for children and youth. The youth, who experienced migration, talked about their friendships most negatively and the children, who experienced migration, are at the other extreme. In parallel with this, more youngsters proportionally stated they had difficulties in establishing social relations in Istanbul.

Another research topic is the spatial experiences of the children and youth at home, in neighborhood and city. The most important deprivation at home experienced by the children and youth is lacking one's own bed. Moreover it is

found that they are also deprived of sufficient food at home. The rate of those who can eat meat twice or more often a week is only 20%. This is much lower than the rate of those being able to eat meat three times or more often a week in Istanbul, 61%, as found by another research. In addition, the housing problems are found to be related to the date of family's arrival in Istanbul. The more recently the family has migrated to Istanbul, the housing problems are harsher. This difference reveals that the immigrant families reach better accommodation in the city over time.

67% of the children and youth feel pleased with their neighborhood. The most mentioned problem about the neighborhood discovered to be the dirty streets (77%), followed by the lack of places in the neighborhood they can socialize with friends (54%). The rate of those complaining about the drug use in the neighborhood is 53%. The facts that female children and young women are more concerned about the conditions of the neighborhood and feel more insecure are other important findings. Moreover, the later the family has moved to Istanbul, the feeling of insecurity is more widespread among the children and youth. These findings are valuable but insecurity feeling is a variable hard to measure quantitatively. Therefore the insecurity feeling should be considered in relation with other processes such as relocation within the city, current political and social developments, the increasing number of acquaintances and the adaptation to the neighborhood.

This research considers the frequency of going out of the neighborhood and attending to social activities like cinema/theatre/concerts as being main indicators of participation in urban social life. The fact that 57.1% of the children and 42.5% of the youth are found to have never attended such activities is thought to be an important problem.

The last spatial scale investigated is the city. The participants' evaluation of city life in various dimensions varies by gender, the household's perception of income/need ratio and the experience of migration. Young woman and female children think more negatively about the life in Istanbul and feel more insecure in the city. In addition children and youth of those families, defined themselves relatively wealthy, have more pessimistic views of the city life. The children who experienced the migration feel most happy with the city, while the youth who experienced migration feel most unhappy. Furthermore the children and youngsters whose families migrated to Istanbul in the 1990s feel less secure in the city than those whose families migrated in the 1980's and 2000's. Besides

these findings it is meaningful that 76.8% of the participant children and youth state they like Istanbul.

Participants' thoughts about Istanbul thought to determine the immigrants' tendency to move back to their home towns. Those children and youth from families which regard themselves as relatively wealthy seem to be more inclined to return. Moreover, females altogether are less inclined to move back than their male peers. This is likely to be due to the fact that women can benefit from opportunities about education, employment and social life more. The relationship between the tendency to return and other variables is also reflected by the reasons of the unwillingness to move back. For female children the lack of employment opportunities is an important determinant of the unwillingness to move back. On the other hand the female youth declared that they do not go back because the opportunities are limited in their hometown. The most mentioned reason for male children is that do not want to be away from their friends, and the most named reason for the male youth is the unemployment they are likely to face with in hometown in case of return. It is striking that the different perceptions of life, differences of lifestyles and the fear of becoming social restricted are mentioned by all groups among the reasons of unwillingness to go back.

The most expressed reason by those who want to return back is the feeling of belonging. In addition, all groups except the female children pointed to unemployment and difficult living conditions in Istanbul. This may associate with the fact that almost all female children are out of work life and the burden of earning family's income lies on the shoulders of other groups.

Compared to 2004 SES-ÇIK, the participants of this research found to be less inclined to return to hometown. The rate of those wanting to return has decreased from 37% to 31% among children and from 66% to 44% among the youth. Moreover, it is meaningful that a major part of the participants expressed that they want to return hometown on a seasonal basis. This shows that it would be misleading to consider the willingness to return in terms of such mutually exclusive categories like "yes" or "no".

The findings this research uncovers regarding the willingness to return are very notable. This research was able to reach 82% of the participant households of 2004 SES-ÇIK and this fact by itself indicates that the families who were forced to migrate in Istanbul have become permanent in Istanbul. Therefore before

concluding this report we think it would be meaningful to voice demands for a livable space expressed by participants as suggestions for solution.

The most important demand of children and youth to improve their environment is free vocational training courses. If considered with the demand for provision of employment opportunities it appears that 78% of participants concerned most about solving their economic difficulties. As argued above, 20% of the participant youth were unemployed at the time of interview and even those who were working had severe working conditions. Thus it seems reasonable to underline the need for the better work opportunities which can make these immigrant families able to have social security, permanent employment and sustain a decent wage.

The second demand of participants to make their living space more livable is a clean environment. As mentioned in the section on the neighborhood the most disturbing problem for children and youth is that streets being very dirty. Furthermore if the relation between living environment and health conditions is regarded, it becomes clear that how important this demand is. The ratio of those suffering from serious health problems among children and youth participated in the research is very high than the average in Istanbul. Therefore for a livable space besides the demands for employment, the demands for environment should also be taken into account.

The third demand of children and youngsters to make their living space more livable is social activity areas. As mentioned above, the lack of places in which they can hang out with friends is the second important problem disturbing participants, after environmental problems in the neighborhood. Thus, the fact that children and youth express this problem and demand for social activity areas for a livable place should be taken into account.

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APPENDIX 1: INTERVIEWER'S FIELDWORK REPORT

I am Berivan, one of the interviewers of the project “You have a choice, hear the voice.”

I felt so excited when I became a member of the project, because it was a social project. The first stage in which we were trained was wonderful and lucrative. I got to know the activities of the Başak Culture and Arts Foundation about children and youth. We need to be patient with the immigrant children, as the children we met are quite poor and the urban poverty is different from rural poverty. Cultural differences, isolation, the difficulty of beginning a new life... Indeed, these children experience poverty and a more complicated life. We need to make an extra effort to understand their life fully.

The training we had in Başak and the Bilgi University will always be useful for us. Actually, the first day in Bilgi I felt a bit odd, because I have never had the opportunity of getting a proper education, although I really care about it. Since I was a child, I have wanted to go to university. I have wanted to do some kind of community work. I was lucky; I got training, even for a day!

I am a member of family having faced forced migration, too. I know what forced migration is like. I know it both as a child and a youth. I am familiar with what leaving a life behind and starting a new one mean.

Actually, we were luckier than the participant families. We had better conditions at least. We had experienced city life before we migrated. I learned different aspects of the immigrant life of which I thought I knew quite a lot.

They had a different life inside a more preserved nature, small but happy life in their own houses. I know it, you have a self-enclosed rural life, it is a small world without expecting a lot. You have a piece of land, which is enough for a decent life. As an immigrant, I know well what longing for homeland means.

I should say that I really had difficulties during the interviews. There were times I could not ask some questions or cannot speak for a few moments after getting some answers. There were times I felt like crying and soften some questions so as not to hurt a child. The stories we listened to were really tough.

It was as much painful to get a negative answer as it is difficult to ask a child or youth whether he or she has a winter coat. Especially, in as big a city as Istanbul and in 21st century...

Once when I asked to a father who says all he has got is his children, whether any of his children uses drugs, he nodded approvingly. I felt the misery of being a father in such an awful situation.

I saw tired eyes when I asked some children how many days they are working and they answered six days between 8am and 10 or 11 pm.

I really had problems when I interview with the immigrant children. I prayed to the god to give me strength the last day of the fieldwork. But the last interview was the most difficult one: a mother whose daughter was executed right in front of her eyes, and three sons, one of who is married with a child, who went to mountains. Two of them died in armed clashes. Other one ended up in prison and then recruited for the army. The mother had difficulty in telling me all this, occasionally stopping and falling into silence. At the end of the story, I realized I had forgotten to fill out the questionnaire so we had to start from the beginning.

The reason behind the migration is the same in large part: Being forced to fight side by side with the state! But they refused to fight on state's side. Their houses and villages were set on fire and demolished by soldiers and many of them faced torture. They had my husband lay down on snow in the middle of winter for hours and then held him up and beat him in front of children's eyes, says the mother.

There were funny incidences during the fieldwork, too. When we look for a house or a street, we sometimes knocked on more than one door and got interesting answers. We once found a villa while looking for a slum house. Our guides happened not to know some addresses like us occasionally, we got lost in slum towns. When we went to the same family to talk to children on the second visit, we sometimes got the repeating question from the parents: "WHAT IS THIS QUESTIONNAIRE FOR?" That means they did not understand our questions fully. Many of them seemed to be scared. Some of them accepted to talk just for the need of intimacy. But the mood was changing when it comes to children and youth. They did not want us to talk to them, or wanted to join the interview with children.

The victims of the migration or forced migration, whatever you call it, they are women and children. They all of a sudden got isolated from their life and habits.

However small their village is, they have a social life in their villages or towns, and in cities they get deprived of even this small social life. The children hardly get out of the house. If they are lucky, they have a few neighbors. They lost their interest in getting to know neighbors until they break the isolation. In this prison, lies the poverty and hunger, too. We lacked oil or money to buy it for a week, I was not able to cook for children, said a weeping mother. Another one was seeking help for his child using drugs. Asked whether they are happy with life, a mother pointing to her children said she is living for her children and trying to establish a life for them different from her own.

Generally speaking, these people need help. The influence of migration on children and youth are really striking. They need financial and psychological support. All what I know, someone must do something.

Berivan

Interviewer

APPENDIX 2: IN-DEPTH INTERVIEWS³¹

Male (18)

**Date of migration from Diyarbakır to Istanbul: 2002, when he was 10
He is working and studying in the Open High School**

When did you quit the school? And why?

Four years ago. I did not finish the high school, quit in the first year. I felt bored with it. Once I realized that school was not my thing, and I had a good circle outside school, I decided to quit. I quitted because of the environment I was in.

Does it mean you quit on your own decision? Have you ever regret about that?

Yes, I did on my own. Because I did not like it in that time. I was already not successful. So I quit the school. I was not working for the courses, preferring to stay away from home. I wish I had gone on to school. Now, I am regretful. Then I wanted to earn money in the first place, I was child. I have changed. My family did not want me to quit school. I was youngest among children, so that they had high expectations from me. They insisted me to go on to school and have a diploma, but I quit after three months. I am now studying in the open high school in the second year.

Do you see your schoolmates? How they reacted when you quit?

Yes, I am in touch with them. A few of them go on to school. They were already hardworking, they liked school. Now they are in university. Those who quit are like me. I did not dream of attending university, as I did not like studying. But I want it now. It would have been different.

When did you begin working? Were you working while in school?

³¹ These interviews were conducted by the project coordinator Ayşe Tepe and fieldwork coordinator Hümeyra Tusun Yegin between 29 June and 2 July 2010.

No, I was not working. I used to help my father once in a while. But I wanted to work. Work had nothing to do with my quitting school. Yes I wanted to work, not to contribute to the livelihood of my family though. Working is not difficult at all, I know it since I started doing it at early ages. I am fine. My father has had a shop for a long time, and I helped him regularly. After I quit school, I began working with him. This is the fourth year. When I was not working, it was easier to go out.

How is the work going? What do you do there?

I am ok at work. We are carpenter. I am happy with my job. I have working friends, they have hard conditions at work. Their jobs are more difficult than mine. I am ok because it is family job. They work without social insurance and for longer workdays.

Would you like not to work? Do you think it is good for children to work?

No, I would not like. I think children should go to school.

Do you like your neighborhood? Do you go out with your friends? What do you do together?

Not much, because there is only a small Kurdish community. I go to other districts. I go out this district once a week. I sometimes work as waiter in hotels. I go to Kadıkoy, to meet friends. I go to Kartal, which is in 15 minutes distance.

Do you find your neighborhood safe? What kind of a place would like?

This is a quiet place, not very dangerous. It is kind of safe. No trouble at all. I would like to live in upper neighborhood. It is inhabited mostly by Kurds.

How do you feel about Istanbul? How do you benefit from social and cultural activities, health and education facilities? What is needed do you think to improve living standards here?

It is nice to live in Istanbul. I got used to it, but it was difficult at the beginning. I go to concerts. There are places in Kartal offering cultural activities. But I do not attend them. I do not like music or painting courses. There is poverty here. Local municipality is not working properly. Roads are terrible here, being full of dips. I drive car, and it is awful. There is nothing else interesting me.

Would you like to live in your hometown? How would your life be, if you had stayed there?

I like Istanbul. There are many places worth seeing. But I would like to live in Amed, where I came from. Or in Mersin. But I prefer to stay here. It would be worse for me, if I had stayed. The last time I was there, I met my old friends but they are not ok psychologically. That is why I do not want to stay in Amed for ever. I have better conditions in Istanbul.

When and how did you come to Istanbul?

I was 10 years old then, in 2002. I knew nothing about Turks until we came here. I did not know their existence when I was in Amed. I thought everyone is Kurd. All people were Kurd there indeed. I liked the images of Istanbul in movies. I thought there was job in Istanbul, everything was better. At the beginning only me and my father came, then the rest of the family followed suit. My father took the decision. But the family wanted to stay there. My father said that we could find jobs more easily. I was sad, did not want to come. I had friends, school and all. Then I cried for three years. Noone in the family was happy at the beginning. Noone wanted to leave Amed. But it was harder to find a job there. Our shop was going worse. My sisters started working in Istanbul. I was not well aware of the problems. Then I realized everything when we were in better conditions. Once my sisters started working, we recovered financially.

What comes to your mind when migration is implied? What do you think about forced migration?

Migration means to me that you leave your hometown and better putting you are forced to leave your hometown. Forced migration is being forced by soldiers to leave your village.

Lastly, what is your expectation of the future? What kind of a future will you have? What do you want to change in your life?

I expect the peace to come. I do not have any other expectation. I do not know maybe I can go to university. Anyhow, I will score higher in the exams. I do not want to stay as carpenter. I may do politics.

What kind of policies should be there towards children and youth? What kind of problems do young people have?

It is going worse for young people. The youth living in parks are inclined to fight. They are idle. The state wants them to drink alcohol and stay away from anything else. The only way out is to educate youth. Politically speaking, they should attend to the Party activities. You know for what you struggle, you do and what you were in the past. The youth get away from bad habits this way. I took some friends to the Party. They used to use drugs and then they stopped. There is no any policy for the youth. The state does do anything for youth, except that police arrest them and put in jail. This is the only policy. For the youth, the biggest problem is economic difficulties.

Woman (23)

Date of migration from Mardin-Kızıltepe to Istanbul: 2003, when she was 16 years old

Textile worker

When and why did you quit the school?

It has been quite a while. It was when I was in the fifth year of primary school. We did not have a school in our neighborhood. The school was far away. My father did not want me to go to school, as I was a girl. I did not get the diploma. I started school when I was 7. The school was in Kızıltepe, and I really liked it. Then we moved, but our house was beautiful. Because of the economic conditions, we moved to a remote district. Then we moved again to another district, which was far away from my new school. Then my father made me quit. I did not quit by myself. I would really like to have gone on to the school. I was successful at school. When you look around and think over, you see those who are educated are different. My mother has regretted that I quit. We have relatives and friends who have graduated. We take them as example. For instance, one girl who is at the same age as my sister is a teacher now. This girl was a friends of my sisters. But, we were poor then.

**Do you think everything would have been different if you had studied?
What profession would you like?**

Yes, it would be different. I wanted to be policeman, as my uncle was a policeman. If I thought the way I am doing, I would not be a policeman. I would like to be a teacher. I would like to teach children in the Southeast region.

What do you do? When did you begin working?

I am a textile worker, producing gloves. It was 2003 when I began. As soon as, we came to Istanbul.

Do you like working? How are the conditions? Is it difficult?

Yes, I like working. I feel fine when I get my weekly salary. I am happy with the work. My employers are happy with me, too. Because I have working with them for 7 years. I have never quit. It is an intense work. I am doing piecework. You do not get money when the job is not finished. The more you work, the more money you get. I work 11-12 hours a day. I work relentlessly, it is tiring. I arrive there at 8 and come back at 7 pm. I would be nice to go at 9 and come back at 5pm. I would not like to do piecework. I have insurance for two years.

Would you like not to work?

No, I would not. I work and support my family. When you work, you get to know people, you see how the life is. It is better than staying at home.

Do you like your neighborhood?

Yes I like. We used to live in lower neighborhood. Our neighborhood did not want us as we were from Mardin. They even collected signatures to send us away. Then they got to know us in time. Then they came to and told us they had collected signatures. But they regretted. Then they felt so sorry when we left for this neighborhood.

Do you go out often? Where do you meet your friends?

I never go out. I work five and a half days a week. I am home other times. We go to the park with cousin and look around shops. I am with my girl friends when I am out. My sister is living with us. I do not have many friends in the workplace. They are all in the same family, I am the only one not in the family.

Is your neighborhood safe? What is your ideal place?

It is not safe. There are drunks, which irritates me. I would like to live in Kızıltepe, which is better. It is my hometown.

Do you like Istanbul? How do you benefit from social and cultural activities, health and education facilities? What is needed do you think to improve living standards here?

I do not like Istanbul. Living conditions are difficult. We are not aware of cultural and artistic activities. I do not know about that.

Would you like to have stayed in your hometown?

Yes, I would like to live in Kızıltepe. Everything would be different, if we had not left it. I would not work. My father used to do trade with Iraq. After the US invasion, he could not go there. Then he came to Istanbul to find a job. Then he made us come here. Sometimes I think that has been better for us.

Do you want to go back?

Yes, I want to go back now. My family did not want to go back at the beginning. We had some savings and bought a house. Then they went back, we girls stayed. We are four girls earning money. When we get our salaries, we will go, too. I think all people should live in their own hometown. Is there any beautiful place than your hometown?

What comes to your mind when migration is implied? What do you think about forced migration?

We faced forced migration. We used to live in our village. Then, they sent us away.

How did you feel when you decided to come to Istanbul? Did you feel happy? How about your family?

Of course, you can live and work in Istanbul more easily. We had serious difficulties there. Then my father was living here and we did not want to leave him alone. Then we joined him, when I was 16. I felt excited to come to Istanbul. I did not have an expectation other than finding a job. On the other hand, we were worried about what we had heard about dangers of the city. We decided somehow. My mother was reluctant actually.

What is your expectation of the future? What kind of a future will you have?

I want to be hopeful. The war should be over. I am sure they will not let me work in the future. My fiance would not let. Since I have been working for 7 years, I do not know what it is like to stay home.

What do you want to change in your life?

Nothing. We will go where my husband is appointed.

What kind of policies should be there towards children and youth? What kind of problems do young people have?

I do not know. I do not talk about such matters. I have no idea.

Woman (16)

Date of migration: 2001, when she was 5

Hometown: Diyarbakır

Student and working in summer vacations

How is your school life? Are you successful? Do you find the school good? How do you get along with teachers and friends?

I finished the secondary school. I am fine with courses. Yes, I get on well with teachers and classmates. Education is not in good quality actually. Facilities are lacking. There is a projector in a class, but does not exist in another. Teachers care about us.

Will you go on to high school?

Yes, I want. I have never thought of quitting. We are learning. I am starting the high school this year. I want to be an English teacher. That is my dream

What does your family think about high school? What is their expectation from you? What is your expectation from them?

They have some expectations. They want me to have a house. For me, I want them to allow me study.

How long have you been working? Does it affect your school performance?

Since I was 13. In summer vacations. I want to work and help my family. No it does not affect my performance. I pay for my own school expenses. I do not work in school time. Just for a few months in summer.

Do you like working? How are the conditions at work?

I like working. I go to work at 8.30 and come back at 6pm. Work conditions are good. I do not keep standing. Not very tiring. There are many working like me. They are pleased, too.

Are you pleased with your neighborhood? Do you go out?

I like it. I have friends and we get on well. I do not go out often. My aunt take me out once in a while, to Kadıköy.

Do you find your neighborhood safe? How would you like it to be?

Yes, it is safe. No fights at all. We get on well with neighbors. But there is not enough care about hygiene. Actually, I would like to live in Diyarbakır. I was born there. I saw it when I was very young, I never visited thereafter.

Well, do you like Istanbul?

Yes I do. Why? Because, there is good atmosphere and better employment opportunities.

What about education, health, cultural and social activities etc.? How do you benefit from them?

I follow such activities from TV. But I cannot go to see. I have noone to take me such places. My father is working. We sometimes go to visit our relatives in Sultanbeyli. Also I go to the foundation, a cultural place.

Why did you migrate? Do you remember the time you came to Istanbul?

I slightly remember it. We went from Diyarbakır to Germany. I barely remember Germany trip. We had economic problems then. We expected to find job there and it did not work so we got back to Istanbul. We were deported from Germany.

Do you and your family want to go back to your hometown?

I think we should stay. Istanbul's conditions are better. You see the conditions of villages on TV. There are no proper shops there, and they are unable to go to cities. My parents want to live here, too. In fact, I can live there, as well as here. Our relatives are in Istanbul and so is our house. We do not have lots of things in hometown. My mother is working here but she cannot there.

What is your expectation of the future?

I expect to take up good profession and help my family. We are poor and I need to help them.

What kind of problems do young people have? What is the solution of these problems?

I do not know the problems of the youth. They study here, although they do not in Southeast. There are many quitting school. They and their families should be paid attention. They must understand why education is important. If they understand, they would let their children study.

Female (16)

Her family migrated from Bitlis to Mersin, where she was born, in 1994

Student.

When did you come to Istanbul and where from?

We left Mersin for Istanbul in 1996. I was 2 years old. We had been living in a village in Bitlis before that. I was born in Mersin. My mother is from Tatvan and my father from Hizan. My mother's village had been set on fire by soldiers, then

they had to leave their village. My father's family had to migrate because there had been no job there.

Why did you decide to come to Istanbul? How did you feel yourself then?

My family was not able to find job in Mersin. My father had already to visit Istanbul regularly. Once my mother did not want to stay alone, they decided to live in Istanbul. They expected a better life in Istanbul. My mother was quite happy when they arrived, as she did not like Mersin. I was eavesdropping, when my mother was telling our neighbors all what happened. I was a baby then, but I realized afterwards. I came to have a hatred of the state. What could be worse than leaving your hometown? If there had been a job, we would not have been separated from our hometown.

Do you like Istanbul and your neighborhood? What kind of a neighborhood would you like to live in?

I am living in Sultanbeyli. To be honest, I am not happy with living here, with this kind of municipality, roads and all. It is a dirty place, with no proper roads and garbage containers on streets. I am always home, if not in school. My friends come to my place and I go to their place. I like our neighbors. They are nice people. A safe place. Of course, I would like to live elsewhere, like Kurtkoy, where there are nicer houses. Cleaner and safer. Here we are scared, we do not know what may happen to us, because Istanbul is a big city. I do not like Istanbul.

What about education opportunities?

I do not find it good because of the teachers. They are not qualified. Since local population is mostly Kurdish, the government does not send good teachers here. All unskilled teachers are here.

Are you successful at school?

Not at all. I think we lack opportunities. I do not understand what they teach. The school atmosphere is not nice, student attendance is so low. My relationships with teachers do not go well. But, it is worse for some students. There is no communication. Their speaking style is bad. There are separate teachers we can consult, they listen to us, but other teachers are not good. Almost every day, we have fights at school. I do not feel safe, as they fight for no reason. For me, school ideally means getting educated, but this is not the case. I would love to be

a journalist. But my school provides me with no skill. My mother is aware of all this. They want me to go on school, as much as I do.

What do you want to change in your life? What is your expectation for the future?

Education should be better. Roads should be made better. It would be better if I was in my hometown. At least it is my village, my culture. To be frank, I do not know my future, because it is quite difficult to find a job and to have a profession. Neither in material nor in psychological terms, I do not think I will have a good future. We should have better education and employment opportunities. For instance young people are working for textile workshops in unpleasant conditions. Their families do not let them go to school. Girls are not allowed to go to school, as they are girls, families are ignorant. For example, I had successful friends in primary school, but their families did not let them continue to secondary school. They work in textile now. This makes me upset. They say they get tired of standing up for hours. They say the conditions are not safe, either.

Even if I cannot go on school, I would not go to textile. I need to learn English and to use computer. If I cannot enter university, I will be unemployed. I feel confident as I am good at social sciences. I want to be a journalist. I would be honest in my job. I would not report false news. I am bored with things like being doctor, engineer and the like.

What does your family expect you to do? Do they want you to study?

They want me to go on school and they know I will do. I do not have any expectation from them actually. What I want is just their help till I take up a profession. I do not want anything else. I am home after school, I do homework and help my mother, watch TV. I help my siblings do their homework.

How do you get along with your family? Can you share your problems with them?

I do not have a lot of problems. But, yes I talk to my mother. We are kind of friends. It is not like mother-daughter relationship. Family problems affect me badly. I feel sad. When my mother gets angry with dad, she becomes tough on me.

What do you think is the most important problem for the young people having similar conditions with yours?

The conditions are bad for young people. In terms of education, employment opportunities, neighborhood and all. There should be better education and higher wages. Local clinics are not sufficient, they do not provide a good care. We lack cultural and social activities.

What is the solution of all these problems in your view?

I would like my neighborhood to change. I know my family will stay here. It would be difficult for them to go back to hometown. They have got used to everything here. This is true of my siblings, as well. They would not manage in village. Village would not be enough for them. Our house had been wrecked; my grandfather has just returned and rebuilt it a few years ago. The village is settled down again.

How do you think about migration? Does “forced migration” make any sense to you?

Migration means one having to move away from his own place. I know what forced migration means. My mother’s village is an example of this. Forcing someone to leave his own country. That affected my mother, in terms of losing friends, and her own life. She still has difficulty in getting used to the city life.

Do you want to go back to your village?

I have never been there. Yes surely, I would like to go there. It is my place. Everyone should do this. People come here and lose their own culture. Although they know Kurdish, they do not speak it. It is better to return back in order to preserve your own culture.

Male (18)

Date of migration: 1999, when he was 7 years old

Place of departure: Muradiye, Van

Student and working in summer vacations

Where are you from? Were you born in Istanbul? When did you migrate?

I was born in Muradiye, Van. My family had some issues with my uncle and my father had been arrested before. After his release, we left Muradiye. My father was in jail for political reasons. We do not talk a lot about migration. I know he got taken in custody and we moved to Mersin. Then we came to Istanbul, and then returned to Mersin again. For a family problem, we have come back to Istanbul once again.

Are you student? How are you managing with the school? What affects your school performance?

I am student in a vocational school. This year I did better getting a honor degree. What affects my performance is the low quality of school. The education provided is really useless. We educate ourself in this degenerated social life.

How is the life in school? Do you feel safe there?

There happen fights regularly in the school. It is not safe. Some strangers come to school with no permission. They threaten students. This can happen to everyone at any moment.

How do you make sense of the school and education?

I do not think I will learn something in school. We do not learn anything actually. No teacher attends classes in many times. I want to be an engineer. Mechanical engineer. I do not believe the school will give this chance.

Since when have you been working? How does it affect your school performance?

For four years in summer. As plumber, painter or welder. Since I work in summer, I save some money, but the work does not affect my study. I pay for my siblings' school expenses, too. My family does not force me to work. But, I feel some responsibility. I feel better because I work and can stand on my own leg. I

do not need allowance from family. I interrupted school for a year. I do not know why, probably because of the conditions. Construction work was too much for me, and then I decided to take a year off.

What does your family expect from you? And what do you expect them to do?

They want me to study and gain a profession. They think I can do this. They fulfill my expectations.

What are you doing in your spare time? How is your daily life? Friends, family life and your neighborhood?

I am already in the school during the day. Then I return home and have a chat with parents. I do nothing additionally at home. I do not have a lot of friends in my neighborhood. Some of them use drugs. We do not have facilities for cultural activities. The cinema and theatre are far away and I cannot go there. I go to the Party. We keep our social connections in the Party. We have social activities in the neighborhood. We take care of those young people having a degenerated life. These kinds of people are deliberately sent to the Kurdish districts. We are engaged in art, music and educational activities.

Are you happy with your neighborhood? Is it safe?

No, I am not. It is mostly Kurdish population. Of course the police forces are present here. The use of weed and other drugs is widespread. Maybe it looks contradictory. I do not know whether the drug use is encouraged by the state to keep people away from politics. But we are aware of this. Recently we talked to some guys using weed. What police told them was that “you use weed and attack people but we do not take you in custody”. This is our conclusion: The presence of prostitution and drugs is associated with the presence of the police.

What kind of a neighborhood would you like?

I want somewhere in which educated and nice people live. Social activities should be there and it should be clean. It is difficult to live in Istanbul. Life is difficult. It is hard to make a living. This is the last place I can live in.

Do you ever benefit from education, health, cultural and social facilities?

Only health. I cannot access to cultural and education facilities. I once attended the summer activities held by the local municipality. But I did not like it. I like those activities we organize here with friends.

Do you like Istanbul?

It is a beautiful city actually. I like it but living here is not easy at all, in terms of employment and making a living. I would like to live in Diyarbakır. The life in my hometown is degenerated as well. There remained no one in the village. The conditions have changed there. I do not know what my life would have been like I had stayed there. It might have been better in cultural sense. I might not have known the Party. We have that opportunity here. But, making a living would be easier.

How did the migration affect your life? Would you like to go back to your hometown?

It certainly affected. I would have been more successful. I would have had more friends. As soon as you get used to somewhere, you leave. It is difficult psychologically. This had a negative influence on my life and my school performance. I did not want to return to hometown. I am told there is prostitution there. People are not the same, they have changed. I wish we had not migrated and I lived in Van. I wish we had stayed in Mersin, which made me feel differently. I do not know if it was the people or something else, but the mood was different.

How did you see the idea of coming to Istanbul? What did you expect? Were you happy then with leaving your hometown? Was your family happy and hopeful?

Life was cheaper there than Istanbul. I was hoping to have a better life. A better education. There is unemployment here and the cost of living is higher. It was easier to live in Mersin. I was 11 when we came here. I was hopeful at the beginning. Our relatives were here. I was happier with them than those in Mersin. My family was hopeful as well. But we faced tough economic conditions. It is really bad that everything is like this.

What do you expect for future?

I expect to have good life, be a nice and educated man, and have a good career. I want to study mechanical engineering. I wish my family has a good life. I do not

want to be wealthy, but I want to have a decent life. I am against being rich. I want to have a free life. There should be social and cultural activities for young people. There is nothing better than keeping your culture alive. I do not even know my mother language. This upsets me, I want to learn but it is not possible.

What do you think is the most important problem for young people having difficulties like yours?

Those coming to Istanbul have adaptation problems. In terms of language, accent, culture and life style. Someone who used to live in a village finds appealing many things here. It could be good or bad, it does not matter. Take me as an example. When I came, they used to raise pigeons. Then I dedicated myself to pigeons. I spent all my time on this, neglecting my family. In addition, they make fun of our accent. I think people should be more considerate. Without prejudices and more reasonable.

What kind of policies for the children and youth do you want?

There should be facilities enabling you to experience your own culture. At least to keep away from weed and prostitution. These bad habits emerge as there is nothing to do in life. No space and facility for hobbies. The starting age for weed is as low as 12 in this neighborhood. Social activities are needed. Those youngsters using drugs should be treated in the first place.