

Personal and Familial Properties of Street Children

—*Street Children: The Forgotten or Not Remembered Ones*

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Abstract

With this research it is aimed to determine the personal traits of Street Children depending on them and also the socio-economic variables of Street Children resulting from their families. For this main aim in the research process, it is provided to have communication directly with the parents of Street Children using one-to-one and face-to-face interview method in the family environment of Street Children. In the research, after a long process of determining the addresses of Street Children, it is interacted with the families of Street Children who are told to have been worked / begged between 2012-2013 in Central County and towns of Erzincan province. "Street Children Research Interview Form", which is used in the interaction period of the families, is developed by the researcher with a multi-dimensional approach. In order to develop the structured interview form a broad scope literature investigation that contains the properties of Street Children is done; the sociologic variables, legal and executive regulations that contain the properties of Street Children are emphasized. In addition, interviews are done with both the families who show poverty and disadvantageous conditions sociologically and families who bear the same properties as the families of Street Children for due diligence. In order to determine the content validity of the form the evaluations of academicians in sociology, legal and education sciences are applied. The interview form is designed in qualitative model. For the analysis of the form qualitatively the investigations of statistics and educational measurement and evaluation experts are applied. For the determination of structure validity and reliability of the form, a pre implementation is carried out through the participation of 12 Street Children families. After the analysis made on the data that is obtained with the results of the pre implementation, it is provided to re-design the interview form, and after it is passed to the implementation phase. According to the findings of the research, the families of Street Children substantially come to Erzincan with migration and concentrate on side neighborhoods which form the environment of the city and on specific districts. Street Children are mostly in the age of secondary school population. The case of Street Children, which evolve with withdrawal from school, continuous absenteeism and with their multiplier effect, start in primary school and reaches climax in secondary school, but no Street Children is encountered in high schools. The results of research indicate that the Street Children could not benefit from the facilities of main and compulsory education and show the insufficient schooling ratio. It is determined with the research that the access of Street Children to compulsory education is not provided adequately, their education needs are not met, and they live "limit opportunity inequality" in socio-economic respect. The results showed that migration is one of the most important reasons of Street Children problem. The parents of Street Children lack the opportunities of employment depending on education. The families of Street Children reside in the outskirts of the city in both social environment opportunities and socio-economic properties manner; represent the bottom strata. The families do not have continuous social insurance. Towards the results of the research it is proposed that the managers of public education administration must be first level responsible for "achieving the goal of full time schoolings" and accountable and auditable implementations must be developed.

Keywords: street children, street children living/working at street, family of street children, democratic management, democratic education, education right, education of street children

1. Introduction

Democratic management is a method providing all necessary opportunities for the students in terms of using of educational rights. Democratic systems have to create multi-perspective personal, social, political, academic,

cultural, and economic development possibilities and opportunities for the students. Development opportunities that will be provided to the students should have properties appropriate to the principles of “equality and social justice”. The systems are efficient as far as they have properties appropriate to these conditions and inefficient as far as they do not actualize these conditions. Democratic management has important official authority, responsibility, and liabilities upon the proper use of educational rights. In this sense, management has to actualize transparent and auditable implementations that can account before the State of Turkish Republic, public, tax payers and served parties (TR Official Gazette, 1982: The Constitution of Turkish Republic, Clause 42). Public administration has a fairly unsuccessful performance upon the education of street children despite its all authority and responsibilities. Failure of educational management together with the public administration upon the education of street children affects street children negatively nearly in all areas of life. Street children that cannot benefit from educational opportunities adequately are forced to have street experiences including any kinds of danger and risks for themselves due to their bad socio-economic conditions. Moreover, they face with any kinds of social, economic, political, and cultural deprivation caused by poverty due to their impossibilities (Acar, 2010; Güneş & Kalaycı, 2004; Özbaş, 2013; Plotnick, 1989; Rizzini & Lusk, 1995; TÜİK, 2014; Wright, Wittig & Kaminsky, 1993; Zeytinoglu, 1994). Street children are obliged to put up with the socio-economic heritage of their families during their whole life as if this is a chronic disease transferred through the genes of their parents. Management of public education is obliged to school street children in any conditions during the compulsory education process like the all children at compulsory education age. Not fulfilling this basic responsibility and function means not fulfilling the equality for opportunity and possibility together with the social justice. In fact, the shortest and most efficient way that will eliminate “the problem of street children with the vicious cycle of poverty” is to achieve the compulsory education process successfully (Özbaş & Badavan, 2009).

2. Problem Status

Democratic education systems cannot meet the educational needs of street children appropriately to the principles of social justice and equality. Street children especially ignored and abused by their families due to the economic, social, cultural, etc. reasons are also not considered adequately by the environments having the public responsibilities, local authorities, school management. This problem also emerges as a basic dead-end of democratic systems. When considered in terms of not meeting the public administration responsibilities, “the problem of street children” becomes one of the most important problems of Turkish educational system. Not providing street children benefit from the compulsory educational opportunities increases the current problems related to street children more and causes insolubleness, and makes the situation more complex (Okumuş, 2007; Özbaş, 2011; UNICEF, 2006).

2.1 Street Children

In order to define the concept of street children more meaningfully, the socio-economic and political variables affecting this fact should be discussed in an integrated approach. Administrative implementations of public administration and local administration through socio-economic, cultural, and political understanding have a significant effect upon the concept of street children. This problem having a fairly important risk is significantly affected by legal gaps, life style, and viewpoints of the social surrounding, and inefficiency, inadequacy and helplessness of families upon children. Street children are negatively affected from individual, social, and cultural variables, and especially from social and economic negligence and abuse (Acar, 2010; Black, 1993; Güneş & Kalaycı, 2004; Karacadağ Development Agency, 2012). Families, as the leading, and people from different classes are noticed to play and important role upon the economic negligence and abuse of the street children. One of the most important factors causing this trouble is Turkey’s not providing street children to benefit properly from the fundamental and compulsory educational rights promised legally and by United Nations Convention on the Rights of the Children (Özbaş, 2012a; TR Official Gazette, 1995: United Nations Convention on the Rights of the Children; Clause 28-1).

Supremacy of law is one of the irrevocable factors of democratic management systems. Democratic systems are obliged to actualize acts and works in accordance with the supremacy of law in all implementations. Management systems should accomplish transparent, accountable, and auditable implementations in case of not benefiting from the fundamental rights and liberties, and loss and abuse of right. For the use of rights and liberties in terms of street children emerges in case of not benefiting from fundamental and compulsory educational opportunities. Being of children in street lives instead of being at elementary and secondary schools is both an inefficacy and abuse of right in terms of the democratic educational systems. Implementation of fundamental and compulsory education based upon human rights requires all children creating the generation to be included in the educational system. This fact is especially more important for the children living in

surroundings that have poor and disadvantageous properties rather than the other children. Providing the children of families in lower socio-economic classes to be in the process of compulsory education process in any conditions has to be primary responsibilities of both public education and school management. In a democratic country, providing lower social classes to benefit from the compulsory education process as well as medium and higher social classes properly is the obligation of public education management (Hatloy & Huser, 2005; Özbaşı, 2012b; Stokes, Turnbull & Black, 2008; Wright, Wittig, & Kaminsky, 1993).

We can discuss and define the concept of street child from different viewpoints. This concept indicating a socio-genetic problem as of its origin emphasizes a fairly complex relationships emerges as result of deprivation from socio-economic and familial and personal opportunities, negligence, and abuse in terms of children. UNICEF has discussed the concept of street children in terms of families' care, protection and interests and children's relationships with their families and has adapted an understanding based only upon family responsibility (Lemba, 2002; Güneş & Kalaycı, 2004; Özbaşı, 2010; UNICEF, 2006). This understanding of UNICEF ignores public and social responsibilities of the democratic management. In fact, individuals in democratic societies are not only grown under the responsibility of families but also grown under the social and public responsibility.

The concept of street children has generally been discussed as the relationships of children with their families, and street experiences of them start at the age of 5 which is the beginning phase of the compulsory education. This process continues during the whole childhood, responsibilities related to bringing up children are laid only upon families; when considered in this sense, it can be noticed that social and public liabilities are ignored. The concept of street children is generally defined in three different ways. In the first of these definitions, it is emphasized that the relationship of street children with their families is constant, but the majority of the children live working on the streets, and they are near their families at night. In the second definition, it is emphasized that the communication of street children with their families is weak, but not disconnected totally; the children has generally spent majority of the day working on streets, and sometimes they stay separate from their families at night. In the third definition, it is mentioned that relationships of children with their families is completely broken, the children completely drifted away from their families, and they are really the children of streets. Children of the street indicate the poorest, desperate children experiencing social exclusion having families without one or both parents (Epstein, 1996; UNICEF, 2006; Zeytinoğlu, 1994). The definitions below revealed categorization of street children and the worsening in the situation through a gradual approach. The definitions also emphasized that social and public responsibilities related to street children could not be met. Drifting of children away from their families means that social and public liabilities are almost disappeared. Moreover, children both drift away from their families and bereft from social and public securities. To sum up, street children face to thousands of dangers and streets.

3. Purpose

Street children are the individuals from the lowest classes of the society sociologically. Socio-genetic properties of families cause street children to be among the most problematic class in terms of socio-economic and cultural aspects. Being a street children or poverty is a sociologic disease children has in their cultural codes for generations as a genetic-cultural heritage of their families (Okumuş, 2007; Philips, 1994; UNICEF, 2006). In a democratic management, it is necessary to determine life styles of social classes, the variables affecting those, to what extent each social class benefits from the social services through a transparent management understanding. To what extent management considers the properties of social classes for the rendering of the public services is necessary to be determined through objective researches. In this sense, determining how street children and their families can benefit from the democratic social life is more important rather than the other social classes. Due to these facts, in this research it was aimed to reveal the personal and familial properties of street children according to the views of their families. In accordance with this basic purpose, the research problem was expressed as below:

What are the views of parents related to the personal and familial properties of street children?

4. Method

4.1 Research Model

“The Research for Street Children”: This is a qualitative descriptive study in which views of parents related to the personal and familial properties of street children were determined through face-to-face interview method. In the research, the social and public responsibilities related to the street children, and how these were regarded was determined according to the views of families. Face-to-face interview method as an important one among the qualitative research models provides opportunity for the researcher to analyze the research subjects objectively

in details. The researcher can also have opportunity to analyze the research problem in a specific time period in sections as of benefiting from the opportunities of face-to-face interview method (Kuş, 2003; Yıldırım & Şimşek, 2006). In the research, face-to-face interview method was used as providing both children and parents to answer the questions included into the interview form of the research in the familial environment of each street child.

4.2 Subject and the Domain of the Research

The domain of this research included street children, and the children who worked / forced to work / forced to beg on streets. The study area depending upon the research's subject included street children determined to work/be forced to work/beg on streets in Central Districts of Erzincan province in 2012-2013 academic year. In order to carry out the research and obtain necessary permissions during this process, it was cooperated with Governorship of Erzincan, Provincial Directorate of Family and Social Policies. For determining who exactly the street children creating the study area of the research, the researcher carried out a comprehensive social area study until February, 2014 as the beginning phase of the implementation process. In this sense, the social surroundings creating the research area and families of street children were considered. One-to-one and face-to-face interviews were performed with the parents of 18 (eighteen) street children determined by the researcher.

4.3 Developing the Interview Form of Street Children Research and Collecting the Data

In the research, "Street Children Research Interview Form" developed by the researcher was used. During the developing of the interview form, a large scale literature review depending upon the street children was carried out. National scientific studies were emphasized in terms of Turkey, and international scientific studies were emphasized universally. It was aimed to clarify the subject theoretically through the academic studies reference to the street children literature. After the literature studies based upon the scope of the subject, social surrounding analysis, observations, and evaluations were carried out at micro level in Central Districts of Erzincan province. This process started from March, 2011; and continued for 3 years until February, 2014 that is the beginning phase of the implementation process. As result of micro social surroundings analysis, the problems creating the theoretical framework of the interview form were written depending upon the family assessments. Micro social surrounding analyses were held with families of 7 street children from the province of Erzincan creating the implementation area of the research. During this process, moreover, families of 5 street children from Yenimahalle district of Ankara; and so face-to-face interviews were held with the families of totally 12 street children. Micro socio-economic surrounding analyses and the interviews carried out with the families of 12 street children were performed to create the sub-structure of the research scale. The implementation area of this research was the province of Erzincan.

In order to analyze the interview questions in terms of their scientific properties, evaluations of the academicians from sociology, law, and educational sciences departments were asked. As result of the critics, suggestions and evaluations of the academicians, the questions included into the interview form were tried to be reorganized as more significantly in terms of their content. Qualitative evaluation of the questions included into the interview form designed in qualitative model was provided by statistics, and assessment and evaluation experts. In order to determine the content validity and reliability of the interview form, two implementations were carried out with the participation of 12 children's families including the first between 3 and 21 February 2014 and the second between 27 February and 18 March 2014. Statistical analysis was performed for each item to compare the answers given by the families between the implementations. During the 1st and 2nd implementation process held while developing the interview form of the research, similar answers given to the same items were collected. On the other hand, different answers given to the same items were also collected. The difference between the similar answers and different answers given to the same items was found. So the form reliability for each item and then for totally 17 items of the scale was calculated. All these processes were carried out and completed by statistics and assessment-evaluation experts. Statistical process and evaluations were revealed in clear expressions. Percentage similarities and differences of each item were analyzed. Then, percentage of both implementations was compared for each item. In terms of the items, the relations appeared in percentages were summed, and averages of these were determined. In this way, total form reliability level for each item and all items was found to be 87.43 %. As result of the statistical analyses performed to analyze the interview form in terms of structural properties, it was revealed that the form had a structure that could measure the properties of street children. The interview form structured as result of the statistical analyses was decided to be used in interviews to be performed by the researcher with the parents for street children. So that the implementation process of the research was provided to be started on April, 2014. The process of using structured interview forms in interviews was adapted to be only implemented by the researcher; the research implementation was maintained until June, 2014.

For each street child, one-to-one and face-to-face interviews were held with the parents in family environment of the child; and when the interview could not be completed in one session, the process was maintained in the second session. For the interviews, appointments were made from each family; and then they were visited in their houses. The purpose of the research was explained in face-to-face interview environments within a reasonable period. During the first interview process, no basic research interview was performed with the parents; an additional time was granted to families for thinking and evaluating in order to make them be familiar with the subject. Moreover, a second appointment was planned with them in order to perform the main interview. In this way, the interview form was provided to be answered by the families in subjective conditions of each street child within a long period of time.

4.4 Data Analysis and Interpretation

The data obtained from “Street Children Research Interview Form” were primarily processed opposite to each question included into the finding form of the research as written. The parents were noticed to answer with the expressions of “yes,” “no,” or “positive,” “negative” to the question items in the interview form. The parents were also provided numerical answers to the interview questions in some occasions. It was noticed that the answering approach revealed by the parents was also present during the pre-implementation and operational processes. The answers given to the interview questions were saved as frequency (f) and percentage (%) to the sections included into the findings form of the interview. This approach was used in order to digitize the data. Digitalization of findings provided to reveal more objective findings and interpretations. The residence addresses of the street children were coded as A, B, C, D, and E starting from the residential areas where the number of children is much.

5. Findings and Interpretation

The findings obtained from “Street Children Research” were interpreted considering first the personal characteristics of children, and then their familial variables.

5.1 Views of Parents Related to the Personal Features of Street Children

As could be seen in Table 1, 72% of the street children were born in Erzincan, but 83% was not registered in Erzincan. According to this, families of street children were mostly migrated to Erzincan.

Table 1. Data related to the personal features of street children

	1998		1999		2000		2001		2002		2003		2004						
	f	%	f	%	f	%	f	%	f	%	f	%	f	%					
1 Year of birth	1	5.5	1	5.5	5	27.7	6	33.3	3	16.6	1	5.5	1	5.5					
2 Place of registry												Erzincan		Others					
												f	%	f	%				
3 Birthplace of children												3	16.67	8	83.3				
4 Residence address of child												13	72.22	5	27.7				
												A		B		C		D	
												f	%	f	%	f	%	f	%
												2	11.1	2	11.1	1	5.5	1	5.5
5 Daily earning of a child												None		Not Spesific		5-6 TL			
												f	%	f	%	f	%		
												9	50	5	27.7	4	22.2		
6 Number of siblings	4 Siblings		5 Siblings		6 Siblings		7 Siblings		8 Siblings		10 Siblings		19 Siblings						
	f	%	f	%	f	%	f	%	f	%	f	%	f	%					
	3	16.6	2	11.1	4	22.2	1	5.5	4	22.2	1	55.5	3	16.6					
7 Education of child												4th grade		drop out					
												f	%	f	%				
												1		1	5.5				
8 Educational need of child												Basic necessities and stationary		Direct Financial Support					
												f	%	f	%				
												10	55.5	8	44.4				

As included in Table 1, the data related to the birth year proved that all street children were at an age when they should be in compulsory education process. The oldest of the children was born in 1998 and the youngest was born in 2004. Nearly 1/3 of street children were born in 2001 and 13 years old; 30% were born in 2000 and 14 years old and 1/6 were born in 2002 and 12 years old. According to this, majority of the children were at a period including 12-14 ages and among the secondary education population. The findings revealed that secondary education schools creating the 2nd stage of 4+4+4 Gradual Compulsory Education (TR Official Gazette, 2012: 6287 Numbered Law) started to be implemented since 2012-2013 academic year could not fulfill their functions as should be. Street children's not benefiting from the compulsory education opportunities in elementary and secondary education schools as they should have and not having full attendance to their schools proved the inefficiency of public education.

As could be seen in Table 1, when street children were discussed in terms of the income they generated during their street experiences, it was understood that half of the children generated no income from their street experiences. Nearly 30 % of the children had no specific daily income, namely, the income was varying. Only 22 % were mentioned to have only 5-6 TL daily income. This could be interpreted in a way that street experiences had no economic return for the street children.

As included in Table 1, the residential addresses of the street children were generally close to each other (72 % were resident in A). Street children families resident in different neighborhoods were noticed to be relatives. In this research, as could be seen in the table, only one street child (resident in D) was fairly different from the others and had no relation with the others. The birth place, registered province and the job he worked of the aforementioned child was also different from the others. The findings proved that families of street children were isolated from the social surroundings of the province they were resident in. When discussed in terms of number of siblings, street children had at least 4 and at most 19 siblings. Street children's average number of sibling was 8.38. The findings revealed that the number of children in families with street children was extremely high. High number of children meant that the families could not show interest upon their children and they could not provide necessary protection and affection.

As could be seen in Table 1, when street children were discussed in terms of the variable of educational status, it was understood that only 5 (27.77 %) of the street children maintained their education, 13 (72.23 %) did not maintain their education. This finding revealed that nearly three out of four (¾) of the street children could not benefit or were not provided to benefit from the compulsory educational process. One of the street children maintaining their education was studying at elementary education school, and 2 each of street children studied at the 2nd and 3rd grade (6th and 7th grade) of secondary schools. According to these findings, compulsory education process in terms of street children lost its significance and function as of the secondary education final grade; and equality of opportunity and possibility in education and social justice implementations were about to become inefficient. The secondary education process creating the compulsory, professional, and technical grade of the education is the educational grade that is not reachable for the street children. Street children could not continue to compulsory education process as of the secondary education final grade (8th grade) and this reaches to advanced stage during the high school process (9th grade 6 absent students).

In terms of the variable of educational need, more than half (55.56 %) of the street children were determined to need "basic necessities and stationary" and nearly half (44.44 %) needed "direct financial support" related to education. All of the street children needed economic support in order to maintain their education. However, majority of children could not even meet their basic needs; and therefore meeting their basic necessities was more important than meeting their educational needs. On the other hand, half of the street children were understood to accept direct financial support related to education as necessary. According to this, all street children needed economic support in order to continue their education. The findings revealed that street children found it necessary to have economic support for education, basic necessities as the leading.

5.2 Views of Parents Related to Familial Properties of Street Children

As could be seen in Table 2, when street children were discussed in terms of profession of parents, majority of street children's mothers were noticed to be housewives. Only 17% of mothers were noticed to have a possibility of employment as a day laborer and seasonal worker. In this way, mothers with very inadequate working opportunities were mentioned to work lack of social security. In terms of fathers' employment, nearly 2/3 (61.12%) of fathers were noticed to be self-employed. Self-employed fathers were noticed that they had no chance for constant employment, they were generally employed for temporary periods in economic activities such as daily works, and stockbreeding, etc., and these working periods generally did not include any social security. Few of the children's fathers (16.66%) were in economic activities with low level of income such as

waste collecting and hawking. In terms of father's employment, more than 1/5 of fathers were determined to be unemployed.

Nearly 40 % of families were specified to have 500 TL monthly income, and 1/3 had 550 TL monthly income; more than 1/4 did not have a specific monthly income. It was mentioned in hunger limit calculations of March 2014 when the research was carried out that, expenses of a 4-person family including only food was 1149 TL (TÜRK-İŞ, 2014). Depending upon these findings, all of the street children's families were revealed to have a monthly income fairly below the hunger limit. As could be seen in Table 1 and Table 2, when number of siblings and family sizes were considered, it was understood that it was impossible for families even to meet their basic necessities including the food. Because number of children was $\bar{X}=8.38$ as average, and family size was $\bar{X}=11.16$ as average. It was determined that families of street children presented traditional big family characteristics, and sometimes even two families lived together in the same house. When only food expenses were included into the hunger limit calculations, the primary need for the street children's families were noticed to be food expenses.

Majority of the families were determined not to have social security; and 1/5 had "temporary" social security. Families expressed being deprived of social security as one of their most important problems. This also prevented families to prioritize education of their children due to the discontinuity of income. Because families did not provide basic humanistic and physiologic needs they could not provide the required economic source for the education, and could not prioritize education. Nearly 40% of the street children's families were resident in their own houses, 33% were resident in rented houses, and 28% were mostly resident in a house of their relatives without paying any rent.

Table 2. Data related to familial properties of street children

		6		7		8		10		11		14		21	
		f	%	f	%	f	%	f	%	f	%	f	%	f	%
1	Family members	2	11.1	2	11.1	4	27.7	3	16.6	2	11.1	2	11.1	3	16.6
		Attending		No Process		Official Letter		Verbal Warning							
		f	%	f	%	f	%	f	%						
2	Processes held for Attendance of child	5	27.7	6	33.3	5	27.7	2	11.1						
		No process		Legal/administrative warning		Penal sanction		Supervised release							
		f	%	f	%	f	%	f	%						
3	Processes related to Child's working	2	11.1	6	33.3	6	33.3	4	22.2						
		Self-employed		Unemployed		Hawker		Waste Collector							
		f	%	f	%	f	%	f	%						
4	Father's job	11	61.1	4	22.2	1	5.5	2	11.1						
		Housewife		Daily Worker		Seasonal Worker									
		f	%	f	%	f	%								
5	Mother's job	15	83.3	2	11.1	1	5.5								
		Unspecific		500 TL		550 TL									
		f	%	f	%	f	%								
6	Family's monthly income	5	27.7	7	38.8	6	33.3								

	800-1000 TL		1200-1400 TL		1800-2000 TL	
	f	%	f	%	f	%
Family's monthly						
7 minimum economic need	8	44.4	4	22.2	6	33.3
	Rented		Not rented		House owner	
	f	%	f	%	f	%
8 House of family	6	33.3	5	27.7	7	38.8
	Present		Not Present			
	f	%	f	%		
9 Social Security	14	77.7	4	22.2		

As could be seen in Table 2, nearly 45% of the street children's families mentioned that they needed 800-1000 TL monthly minimum economic support, 1/3 mentioned as 1800-2000 TL, and 22% mentioned as 1200-1400 TL. According to these findings, street children's families were generally understood to need a financial support around 1000 TL. When family size was also considered, it was not possible to live on such needed financial amounts, and it was clear for the families not to be able to meet the educational needs of their children. Public administration was noticed to be more efficient rather than the school management about preventing the working of street children.

6. Discussion, Conclusion and Suggestions

The problem of street children is a violation of human rights in democratic regimes. In democratic management systems, the fact of street child perceived by the social surroundings can be interpreted as an expression of public's indifference. This problem arisen from the presence of street children who could not benefit from the fundamental rights and liberties as they should have is a chronic disease that emerged as result of public's not accounting to local governments and school managements. One of the most important factors that create the problem of street children is migration. It can be deceiving to explain the reasons causing street children for street experiences only with the economic poverty of families or children; in this case, it is necessary to search for the effects of other socio-economic factors (Uğurhan et al., 2004). Street children experience exclusion because of their being in street life that reveals their both familial properties and subjectivity, as well. Street children generally have families with many children. Schooling of street children during the compulsory education process cannot be provided.

Public education authorities or officials cannot present public competence that will provide street children to be schooled. Street children and their families are deprived of "limit economic opportunities" at minimum level for education, not meeting the basic necessities as he leading. In Turkey, 2500-3500 TL (two thousand five hundred-three hundred five hundred) economic support program was started for 250000 (two hundred fifty thousand) pre-school teaching, elementary and secondary teaching students in 2014-2015 academic year (MNE, 2014). It is clear that this implementation is an extra support for the families that will provide education to their children in private schools. However, this can be considered as incongruent to the clause of "No person, family, group, or class can be privileged" included in 1739 numbered National Education Basic Law (MNE, 1973). Because street children and their families need economic support in any conditions; and they are even noticed not to meet their basic necessities. Street children also cannot benefit from the public education opportunities even in state schools.

Providing support for the families that have economic power for maintaining their children to have education in private schools through their own incomes is incongruent to social justice and the principle of "generality and equality in education." It was determined that education had no effect upon the employment of mothers, and there was no social security opportunity based upon education. This was determined to be arisen from the inadequate educational level of mothers. The families especially emphasize the effect of social exclusion in prevalence of unemployment and unqualified labor for the employment of fathers. For the employment of father, the effect of education was determined to be fairly inadequate. In terms of father employment, the importance of traditional patriarchal family structure and father's having higher educational status than the mothers are important factors. The inadequacy, impossibilities, and disadvantages emerged when considering both the

employment and educational status of parents affect the street children negatively. The children were obliged to experience negative socio-economic properties of their parents. Not meeting the responsibilities of democratic public management causes street children to share the same fate with their families “inauspiciously.”

The most fundamental and primary need for the families of street children is the need for healthy and balanced nutrition. On the other hand, because the families have crowded and traditional big family characteristics in terms of the number of families and family population; they are nearly deprived of all opportunities that will meet the needs such as clothing, housing (rent, electricity, water, fuel), transportation, health, education, etc.. The primary needs of street children’s families were food, as the leading, clothing, housing, transportation, health, etc.; in this listing, education is noticed not to be included, and therefore, public education authorities should start implementations that will make education as a primary need for both families and street children. In order to provide street children to be a “full-time student” during the compulsory education process, and actualize comprehensive activities that will give support through the implementations such as one-to-one training, etude, consulting, etc. at schools which could meet their educational needs and keep them normal during the educational process.

All of the street children’s families are constantly deprived of social security. Having no social security is a basic variable creating poverty together with the discontinuity of income. In families of street children, the basic factor exposing families to poverty and children to streets is being deprived of social security. Whereas the families of street children living in shanty districts and suburbs of the city are excluded from the social surroundings, they are in solidarity with their relatives. Their economic poverty proves that they achieve the impossible in order to maintain their lives. Economic expectations of families indicate the despair their hopelessness reaches to. Upon the education of street children, public education management, and school managements are inadequate.

The suggestions below were offered in accordance with the findings and results of the research:

- An accountable, transparent management should be provided by the education and school management upon to what extent street children benefit from democratic rights and liabilities.
- Penal sanctions should be imposed upon families, education, school, and public managers that cause economic abuse of street children preventing their schooling.
- The children of families preventing their sons and daughters from the compulsory education should be education through opportunities such as boarding, granting, etc.
- All necessary precautions should be taken upon encouraging all children until 18, especially girls, on schooling even at higher education and full-time education.

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