



2019

**ACTIVITY REPORT AND FIELD RESEARCH**



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## İKİZCE District Governorship

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This Project has been carried  
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**Kadir DURAK**

Board Member of the Durak  
Hazelnut Industry and Trade  
Incorporated Company

**W**e have continued our project “Every Child is A World”, which we started last year to prevent child labour in hazelnut agriculture. And we have transformed it into a programme that our company implements in the field of sustainability.

Once we have seen how effective, productive and successful the implementations that we made in the first year of the programme on children, we have decided to enhance the activities and create awareness about this issue.

We have prepared an objective report in the second year of the programme as a result of our field activities in order to flash the public opinion and the representatives of other sectors.

As Durak Hazelnut family, we want to improve our working space and responsibilities via such social programmes for the benefit of children who are our future generations in order to look to future with confidence.

Lastly, I would like to thank our shareholder in field the district governorship of İlkizce and our project team that works devotedly all day and night.





*Safely From the Past to the Future...*



## INTRODUCTION: ABOUT THE PROJECT “EVERY CHILD IS A WORLD”

As known, it is estimated that there are approximately 152 million child workers in the world. 73 million of these children workers work in heavy and dangerous jobs. 4,3 million children are thought to be forced to work. Child labor in seasonal agriculture is one of the worst and dangerous forms of child labor. Migratory agricultural workers in Turkey have been working intensively in seasonal agricultural works. Mobile seasonal agricultural workers leave the cities they live in not only themselves but also with all their families and work in different products and cities along a long migration route (about 4-6 months). This long journey seasonal agricultural migration not only causes children to work, but also restricts their access to the most basic rights such as education and health. All the children participating in the migration live in very difficult and dangerous conditions. This situation significantly affects children's development and well-being.

Seasonal agricultural migration is a very comprehensive and complex problem that involves child labor. Significant steps have been taken with the efforts carried out since 2012 to improve the living conditions of families and especially children who participate in seasonal agricultural migration. Ordu is one of the cities where these studies are carried out most intensely. Ordu is the city that produces 25% of hazelnuts in the world and %35 of hazelnut products in Turkey. Since 2012, child labor has been significantly reduced by the work carried out by both public and

private sectors and non-governmental organizations. Nevertheless, the issue of improving the living conditions of children participating in seasonal agricultural migration and of their access to education is an area where efforts should be made.

Founded in 1965 as a family company in Ordu, Durak Hazelnut Industry and Trade Incorporated Company, is one of Turkey's largest domestic export companies today. Durak Hazelnut Industry and Trade Incorporated Company. Since 2013, it has been partnering with various institutions and organizations to combat child labor in hazelnut farming. Among these, there are many activities such as awareness raising competitions, training of producers, distributions of hazelnut harvesting machines to 19 districts. Durak Hazelnut Industry and Trade Incorporated Company has been carrying out “Every Child is a World” Program in İkizce District of Ordu Province in partnership with İkizce

District Governorship since 2018 in order to prevent child labor in hazelnut farming.

The “Every Child is a World” program aims to monitor the families participating in the hazelnut harvest with seasonal agricultural migration both along the migration route and in the cities they live in, and to improve the working and living conditions of the families participating in the hazelnut harvest, and to support their children developmentally.

One of the most important goals of the program is to raise awareness about child labor both in local farming families and in migrant seasonal agricultural



worker families. These awareness studies are carried out especially with women farmers and women workers. Researches and field observations show that mother education is an important variable in child labor.

In the local leg of the program, which has been going on for 2 years, there are farmer trainings and child labor liaisons (official neighborhood representative) trainings. However, the program includes the following services during the harvest period: labor contract or trainings, seasonal agricultural worker trainings, family trainings for seasonal agricultural worker parents, summer school. In summer school program we provide education, nutrition, regular health controls and nursing services. The program includes the children between 5-15 years. We support more than 250 children with summer school in two years with Every Child is A Word Program. In addition, we have trained over 1500 farm workers and over 500 seasonal agricultural workers.

The children and families participating in the “Every Child is a World” program are supported through the help of their mother tongue speakers. While the program aims to increase the academic success of the children by supporting their Turkish language skills, on the other hand, it supports them with their mother tongue, Kurdish, and enables them to express themselves comfortably. In the program, the percentile values of children such as height and weight, cognitive, social and emotional, language and

psychomotor skills are evaluated. Evaluations in 2018 showed that even a 30-day program had a positive impact on children’s development. The progress that has occurred in this short time shows how critical the studies in this area are.

Children participating in the program are monitored not only when they come to Ordu, but also in cities such as Urfa, Diyarbakır and Mardin. Seasonal agricultural workers who come from the city of Urfa are visited twice a year. The first of these is carried out in November-December, the return of immigration, and the other in March. In this way, the living conditions and school attendance status of the children are also evaluated.

The difficulties encountered during the program are shared with the stakeholders and the field team is in a continuous capacity building process. Thus, our team gets stronger every year with new vehicles that can be the solution to the problems

of the field. For example, due to the problems experienced with labor contractors in 2018, the field team received training on labor contractors by cooperating with Rainforest and Unicef.

There are many factors that make the “Every Child is A World” program strong. It is a child-centered, game-based, inclusive and holistic program. The fact that the project team consists of expert teachers and child development experts is also an important factor. Periodic monitoring, evaluation and reporting both strengthen the program and provide sustainability.

*Every  
child is  
a world  
and they  
have  
“a woman”  
in their  
world.*



ORDU - İKİZCE  
BÜYÜKŞEHİR BELEDİYESİ  
İKİZCE ANADOLU İMAM HATİP LİSESİ



FINDIK TARIMINDA  
ÇOCUK İŞÇİLİĞİ İLE  
MÜCADELE PROGRAMINA  
HOŞGELDİNİZ

Durak



FIELD VISITS 2019

1.



**Durak**  
HAZELNUTS



## 1. Field Visits 2019

Two field visits were made to the children included in our program in 2019 to monitor their home conditions and school attendance. Below are the observations and visuals from these visits. The visits were carried out with the aim of improving the understanding of the life experience of children and their families, on the one hand, to illuminate the blind spots while examining the

children and to examine their family lives and current situations closely.

Thanks to field visits, the risk of school dropout and child labor of children will be evaluated. In addition, the relationship of trust between families and the program will strengthen and continuity will increase.





## 1.1. March 2019 Field Visit

In March 2019, visits were made to their homes in Şanlıurfa, the city where seasonal agricultural workers families and their children live, who were program participants in 2018. Within this scope, 6 households were visited in total. Demographic characteristics of these households are given in the Table1.

House Code	Households Number	Children Number	Social Economic Status	House Status	Family Structure
House 1	8	6	Low	Own	Nuclear
House 2	6	9	Very Low	Tenant	Nuclear
House 3	7	3	Very Low	Tenant	Extended
House 4	7	5	Medium	Tenant	Nuclear
House 5	9	7	Very Low	Tenant	Nuclear
House 6	18	15	High	Own	Extended

**Table1.**

*Demographic Information of Families (March-2019)*

House Code	Mother Job	Father Job	Mother Education	Father Education
House 1	Seasonal Agricultural W.	Fill in time / Seasonal Agricultural W.	Illiterate	Primary School Graduate
House 2	Seasonal Agricultural W.	Seasonal Agricultural W.	Illiterate	Illiterate
House 3	Seasonal Agricultural W.	Seasonal Agricultural W.	Leaving primary school	Primary School Graduate
House 4	House Wife	Electrician	Illiterate	Primary School Graduate
House 5	Seasonal Agricultural W.	Seasonal Agricultural W.	Illiterate	Illiterate
House 6	Seasonal Agricultural W.	Driver / Seasonal Agricultural W.	Illiterate	Primary School Graduate

**Table2.**

*Demographic Information of Parents (March-2019)*



## 1.1. March 2019 Field Visit

**M**ost families live in rents because they are low and very low socioeconomically. It was observed that families went to seasonal agricultural work due to their own land and lack of permanent jobs.

**Observation:** “We have learned that the rents are paid annually in the Eyyubiye region of Şanlıurfa. In the half of the year, working families earn their livelihood in the other half with the money they earn or by debt. Although there are people who do various jobs, it is determined that these jobs are not permanent jobs.”

Families with livelihoods consider permanent migration as a solution apart from seasonal agricultural migration.

**House 1, Observation:** “When we talked to the mother and father, they stated that they do not want to live in Urfa anymore because they have no job opportunity, they will migrate to a different city when they have the opportunity and this will be better for their children..”

**House 2:** “The family lived in a very small one-room house with a kitchen outside and with an open roof. Because they did not do anything other than seasonal agriculture, parents lived at home at times other than agricultural work.”  
The hospitality culture of Şanlıurfa is also indicated by observation notes.

**Observation:** “They made a lot of preparations because they knew we were going home. Food and tea were served in every home. The families emphasized that it would not be appropriate to refuse the offering or to leave a house without eating... Children participating in the program welcomed us by wearing their best clothes. The children gave us the pictures they had drawn. These care and humility of the families who had to live in the most difficult conditions in Ordu had us feel emotional.”



## 1.1. March 2019 Field Visit



### CHILD LABOR

House Code	Number of Children at Risk of Child Labor		Child Labor Number	
	Girl	Boy	Girl	Boy
House 1	1	1	1	1
House2	2	2	1	2
House 3	-	-	-	-
House 4	-	1	1	2
House 5	1	1	1	1
House6	*	*	*	*

*\*In House 6, there are 2 children under the age of 18, one is too young to work and the other is a child with special needs who is a participant in the program. These two children are not working. However, it is stated that other children over the age of 18 work in childhood.*

**Table 3.**

*Households with Child Labor Risk and Child Labor*

When Table 3 is examined, it is seen that almost every household has both child labor and child labor risk. Children at risk are children who have not yet worked, but are thought to work when they grow up. When the results of the observation and interview were analyzed, it was revealed that there were two basic family opinions determining whether children work or not.

#### These;

- 1) Age and body structure of the child
- 2) The nature of the work-difficulty / convenience

Below are the expressions of mothers supporting this view. One of the interviewed mothers (A2) stated the physical appearance of the child as the main criterion for the child to work.

**A1** "The elders of our children are working, the young ones are not. Working children are 18, 15, 13 years old ... They are going to school now."

**A2** "It grew, it flourished and it is okay."

**House 1, 7 year-old girl child:** "I made hoe (I was helping my mom) Onion is not hard, sugar beet is hard, big."

**House 2, Observation:** "His older sons (in high school ages and dropped out of school) who were wrapped in a blanket right next to the stove had just returned from work and were tired. He was sleeping there because there was no other room in the house. His family said he was going to paint, but they didn't pay him." When the statements of the children are examined, it is seen that even a 7-year-old child participated in the work by helping his family. It is seen that families give works in the fields to children according to the difficulty of the job. During the visits, it was observed that there are still children under the age of 18 who go to the cotton harvest or work for different temporary jobs.



## 1.1. March 2019 Field Visit

### EDUCATION VIEWS

House Code	Numbers of Children Receiving Preschool	Numbers of Children Leaving Schools	
		Girl	Boy
House 1	5/6	1	-
House2	0/9	1	2
House 3	0/3	-	-
House 4	4/5	-	2
House 5	0/7	1	1
House 6	0/15	2	1

**Table 4.**

*Numbers of Children Receiving Preschool Education and Leaving Schools*

**A5;** "...they don't go because kindergarten is paid... I went to school, they asked for 300 million registrations. No Money!"

**A1;** "Before the school, you know, we will send our children, whether there is a Quran course or something else. In Urfa, there was a place like a Quran course, there were toys like a madrasa in the mosque. They were teaching Quran to little girls up to 5 years old. How beautiful, they were uncovering the veiled Quran before starting school."

**House5, Observation:** "5 year old Ö. He did not want to go to the kindergarten this year. We understood the reason for this while we were there. Ö, did not keep an eye on the TV for a second when we were there. Unfortunately, TV addiction is ahead of the school. He told his family that he wanted to go to our project school, not to the school here."

View of preschool education in seasonal agricultural worker families, where even children of compulsory education age are difficult to access. It was observed negatively due to training costs. In addition, it is seen that the pre-school education classes, which have been increasing in number and providing education in the Qur'an, have attracted more attention from seasonal agricultural workers' families because they are both free and teach the Quran.

It has been determined that only 20% of the children in the houses visited can get pre-school education and most of them do not have any pre-school education. It is determined that there is at least one school dropout in every house.

It was determined that there are children with special needs in the visited households and they do not benefit from any special education services,



## 1.1. March 2019 Field Visit

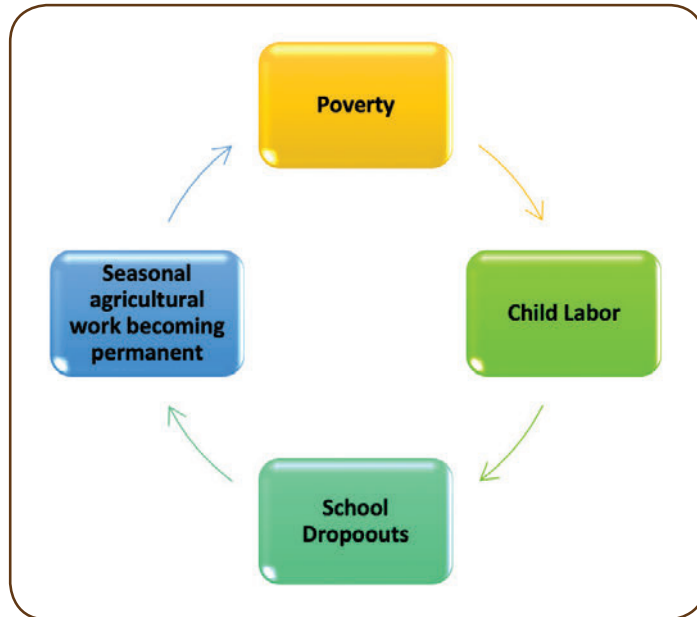
but they try to get their children treated by some non-medical methods.

As a result of the research, it was observed that the current living conditions and poverty caused child labor. The participation of the child in the labor force decreases the access to education and causes school dropouts. As a result, seasonal agricultural work becomes permanent work and this pattern is adopted as a cultural norm. This result of the research is symbolized in Figure 1.

Poverty that families inherit to their children works like a vicious circle. Both those who work and succeed can continue their education. However, the heavy and overwhelming burden of poverty on

children causes the child to feel the helplessness in the deepest way after a while. In this case, the child may have to give up his school and future voluntarily, or expresses this situation caused by desperation as his/her own desire.

School dropouts of high school children cause school dropouts not to be misled. It has been observed that the resign to fate among families and children reinforces the cycle of poverty. The families who think that they have no choice other than the current situation are the families who are in the poorest condition and have high school dropouts and child labor.



**Figure 1.**  
*Child Labor and Poverty Cycle*



## 1.2. November 2019 FieldVisit

After the 2019 harvest period, a second field visit was made to Şanlıurfa in November. These visits were made by selecting only those whose parents attended the family education program from the children attending the summer

school. In the field visit program that lasted 4 days, 6 households were visited. The observations and visuals of this household visit are given below.

**Table5.**  
*Demographic Information of Families (November-2019)*

House Code	Households Number	Child Number	Socioeconomic Level	Home Status	Family Structure
House 1	9	3	Medium	Own	Extended
House 2	5	3	Low	Tenant	Nuclear
House 3	6	4	Very Low	Tenant	Extended
House 4	7	5	Very Low	Tenant	Nuclear
House 5	7	5	Low	Own	Nuclear
House 6	8	6	Low	Tenant	Extended

**Table 6.**  
*Demographic Information of Parents (November-2019)*

House Code	Mother Job	Father Job	Mother Education	Father Education
House 1	Seasonal Agricultural W.	Fill in time / Seasonal Agricultural W.	Illiterate	Associate's Degree
House 2	Seasonal Agricultural W.	Seasonal Agricultural W.	Leaving primary S.	Associate's Degree
House 3	House Wife	Seasonal Agricultural W.	Illiterate	Primary School Graduate
House 4	Seasonal Agricultural W.	Seasonal Agricultural W.	Illiterate	Primary School Graduate
House 5	Seasonal Agricultural W.	Seasonal Agricultural W.	Illiterate	Primary School Graduate
House 6	House Wife	Seasonal Agricultural W./ Driver	Illiterate	Primary School Graduate

## 1.2. November 2019 FieldVisit



labor and school dropout, breaking the poverty cycle and ensuring school attendance; showed the importance of early childhood education and maternal education level. For this reason, a family education program was organized for the parents of children who participated in the early childhood education program of the summer school during the 2019 harvest period. All of the parents participating in the family education program have children in preschool age. In addition, parents who have children in different educational levels. During the harvest period, they regularly attended family training program sessions.

**Observation:** We were greeted by the deep-rooted and hospitable culture of Şanlıurfa in all household visits. We had the opportunity to once aga-

**D**emographic structures of the visited households; although they consist of crowded households, it is seen that they are mostly in the nuclear family structure consisting of parents and children and they are low and very low socio-economically. It is common to have many children. It was also observed that they lived in households close to large families and relatives. Almost all parents do not have a livelihood other than seasonal agriculture. It has been determined that parents with a different livelihood are working in temporary and precarious works. When the education levels of the parents were analyzed, it was seen that almost all of the mothers had no school experience and fathers generally had primary or higher graduation degrees. Researches and field visits carried out in the 2018 harvest period in the prevention of child





## 1.2. November 2019 FieldVisit



on carried out in summer school. Positive attitudes and behaviors of mothers participating in family education on education approaches, health, communication with the child and methods of behavior change were observed. During the household visits, children at risk of dropout were identified and necessary measures were taken in this regard.

in observe the culture of gathering all the family members around a table and eating food together, both in seasonal agriculture and in the cities where they live.

One of the most important observations during the visit is that all parents who attend family education are enrolled in the kindergarten of their preschool children and are attending. Seasonal agricultural workers families approach preschool education negatively for many reasons, especially socioeconomic reasons and do not send their children to kindergarten. However, it has been observed that parents who attend family education understand the importance of this issue and send their children to preschool education.

As a result of the interviews with parents who participated in family education, it was determined that although more than 2 months have passed since the education, the mothers can clearly remember the information they obtained in education. This situation showed the permanence of family educati-



1.2. November 2019 FieldVisit





SUMMER SCHOOL PREPARATIONS

# 2.

SNOITIONS





## 2.1. Trainer Training

On 5 August, a trainer training was provided for all of the summer school trainers, trainer assistants and responsible staff. The trainer training program started with the opening speech of Vedat Macit, the project coordinator, and continued with the introduction of the school manager Mehmet Azaklı. Then, the project's academic advisor Tuğba Kontaş-Azaklı introduced the 'Every Child is a World' program and made the evaluation of the previous year.

The content of the program that is desired to be implemented this year was explained and the program continued with the presentations of İkizce District Public Education Manager Murat Parlak about how this could be integrated with the program of the Lifelong Learning Directorate, Finally, a training on 'Current Forms of Discrimination' was provided by Human Rights Specialist Aysun Aydın, and it was ensured that especially the project staff were ready for working with different groups.

A significant part of the project staff contributed to the project in the previous year and there is a small number of staff who will participate in the project for the first time. All staff involved in all levels of the project participated in trainer training.

**HER ÇOCUK BİR DÜNYA PROJESİ**  
Eğitmen Eğitimi  
05 Ağustos 2019, İkizce, Ordu

**PROGRAM**

09:00 – 09:30	Kahvaltı	
09:45 – 10:15	Açılış ve Tanışma	Proje Koordinatörü Vedat MACİT
10:15-10:30	Okul Tanıtımı	Okul Müdürü Mehmet AZAKLI
10:30 – 10:45	Kahve Molası	
10:45 – 12:00	Proje Tanıtımı ve Geçen Yılın Değerlendirilmesi	Akademik Danışman Tuğba KONTAŞ AZAKLI
12:00-13:00	Öğle Yemeği	
13:00 – 13:30	Programın Üzerinden Geçilmesi	İlçe Halk Eğitim Müdürü Murat Parlak
13:30 – 13:45	Kahve Molası	
13:45 – 14:30	Ayrımcılığın Güncel Biçimleri	İnsan Hakları Uzmanı Aysun AYDIN
14:30 – 14:45	Kahve Molası	
14:45 – 15:30	Ayrımcılığın Güncel Biçimleri	İnsan Hakları Uzmanı Aysun AYDIN

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[www.instagram.com/hercocuk1dunya/](https://www.instagram.com/hercocuk1dunya/)  
<http://www.hercocuk1dunya.org/anasayfa.html>

TÜRKİYE ADAMERİKAN BİLİM VE İZLEME KURUMU  
Ordu, Büyükdere Mahallesi, İktisadi İşler, Anadolu İmam Hatip Lisesi, İktisadi İşler, Akademi Binası, Kat: 1, 54100, ORDU, 0452 371 12 15

## 2.2. Labor Liasons Trainings



One of the most important stakeholders in the prevention of child labor in Every Child is A World project is the Labor Liasons, which we call “muhtars”. In this context, before the harvest period started, meetings were held with Labor Liasons and trainings were given.

The circulars published in relation to child labor and seasonal agricultural workers and the laws in force were shared, and questions asked by the Labor Liasons were answered.





## 2.3. Farmer Trainings



The farmer trainings, which continued throughout the year, continued throughout the harvest period. Trainings were given on child labor, working and living conditions of seasonal agricultural workers, forced labor, contracts and contracts, discrimination, occupational health and



safety. A 'manufacturer's booklet' within formation on all these titles was printed and distributed to the farmers.

As a result of field observations and feedback from agricultural workers in the previous year, it was determined that the farmers did not know or apply the current daily wages. In this informative booklet, the daily wages of hazelnut workers announced by the Governorship of Ordu in 2019 are both written and visual. These booklets were distributed to the farmers with individual information. Sometimes, farmers and seasonal agricultural workers were informed together.

## 2.4. Seasonal Agricultural Worker Trainings



Seasonal agricultural workers were informed by using an informative booklet prepared for producers from the moment they started coming to Ordu for hazelnut harvest.

During the field visits, while informing about the summer school program, it is aimed to identify the children of seasonal agricultural workers in the camps and accommodation areas. In addition, seasonal agricultural workers were trained on child labor, working and living conditions, occupational health and safety, and the prevention of discrimination.

These visits and trainings were generally held in the tents of seasonal agricultural workers. Labor contractors who mediated and responsible for seasonal agricultural workers coming to Ordu were also included in these trainings. Our field team conveyed the problems faced by labor contractors to local government and supported them in the operation of necessary legal processes. Then they followed this process.





SUMMER SCHOOL ACTIVITIES

3.





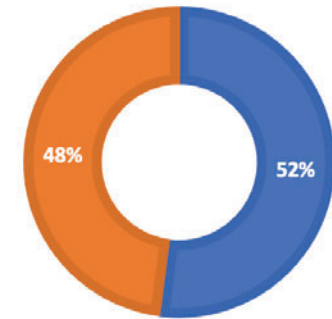
### 3.1. Demographic Information About Children Attending Summer School

As known, seasonal agricultural workers are a highly mobilized group. For this reason, there were children participating and leaving the program at different times of the program. It is determined that there are 148 children who have registered and benefited from the summer school program in the harvest period of 2019. The gender distribution of these children is given on the side, and the age distribution is given below.

Among the children participating in the program, those without school experience were placed in the pre-school education class, while those who went to school were divided into classes according to the last education level they graduated from. Access of children from the tent areas to the school was provided by school bus.

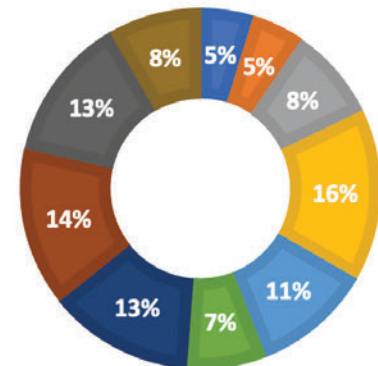
**GENDER DISTRIBUTIONS OF CHILDREN**

■ Girl ■ Boy



**AGE DISTRIBUTION OF CHILDREN**

■ 3 age ■ 4 age ■ 5 age  
■ 6 age ■ 7 age ■ 8 age  
■ 9 age ■ 10 age ■ 11 age  
■ 12 age and above

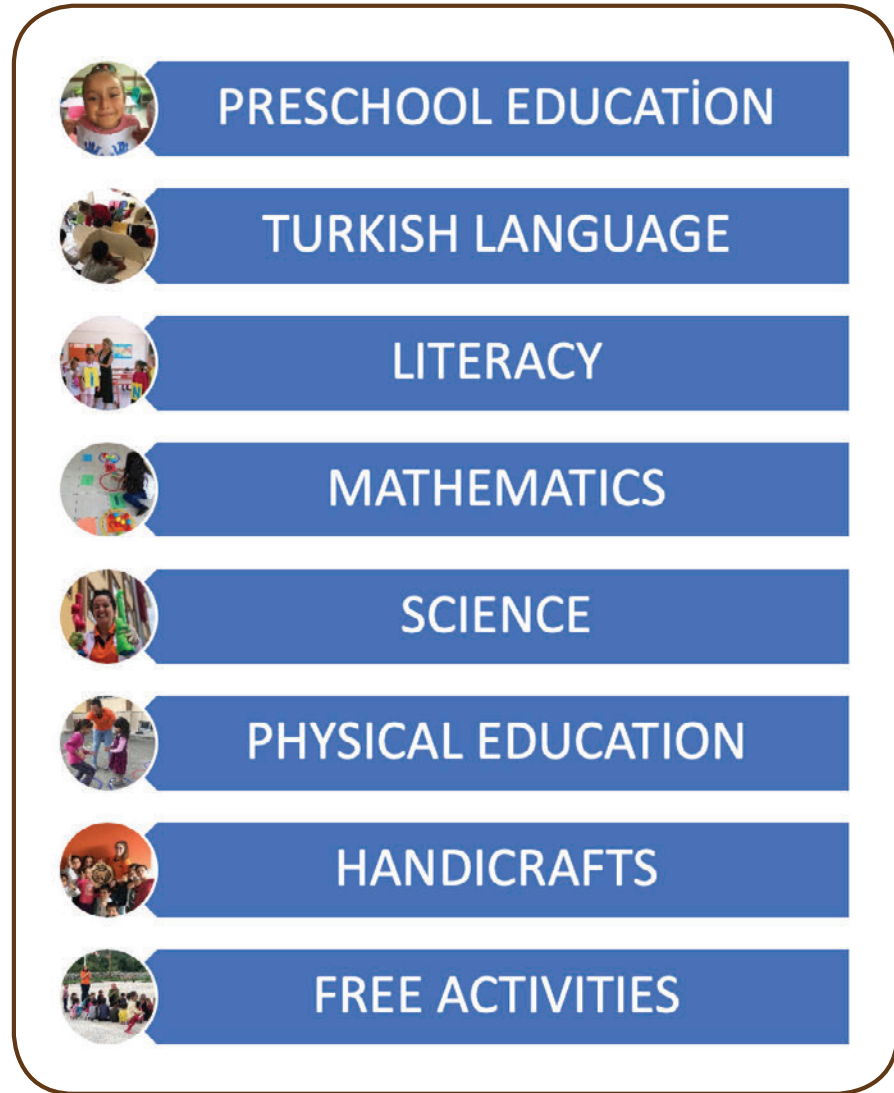


## 3.2. Education Curriculum



The courses in the 2019 summer school program are listed below. The program, which will be carried out in all age groups, has been carried out within the framework of the learning outcomes within the framework that the General Directorate of Lifelong Learning has appeared for seasonal agricultural workers. In addition, all courses are designed play based and skill based on the previous year's field experience.

A summer school team of 20 people, including 1 teacher in each branch, a total of 7 teachers, 5 assistant trainers, 4 field staff, and 3 servants, conducted the program.





### 3.2.1. Preschool Education

The preschool education class created for use only in the summer school within the project school was used by making it more equipped.

As the age groups of the children included in the preschool education class are quite different, a skill-based program has been carried out. It is aimed to gain language, cognitive, psychomotor, social and emotional skills, especially basic self-care skills.

The development of children attending pre-school education was assessed using the Gazi Early Childhood Development Assessment Tool at the beginning and end of the program. The evaluations made at the beginning and end of the program have shown that the 5-week preschool education program provides significant advances in certain learning outcomes of children.

Developmental evaluations showed that at the beginning of the program, children were behind the age group, especially in the field of language and cognitive development, but at the end of the program they could be in the range suitable for the age group.



### 3.2.2. Turkish and Literacy Course



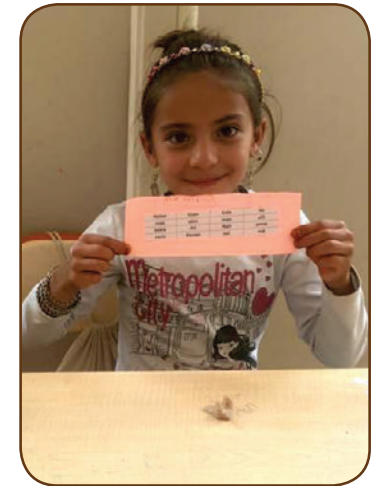
The mother tongue of all children who come to our city with seasonal agricultural migration and participate in the program is Kurdish. In order to make it easier for children to speak their native languages and express themselves, especially since young children do not speak Turkish, their educational assistants, who are native speakers, took part in the school. However, supporting children in Turkish, which is the language of education, is an important issue.

With these lessons, it is aimed to give children the ability to use Turkish correctly, to express themselves, to read, write, understand and express what they read, and to use spelling, spelling and punc-



tuation correctly. Language skills and literacy skills are also presented play and movement based in order to ensure permanence. The skill development of children was evaluated by applying pre-test and post-test.

The scores of the children who continue from the beginning to the end of the program on the Turkish Lesson Attitude Scale differ significantly in the pretest and posttest. Both the high post-test scores of the children, the qualitative assessments of the teachers and the observation notes show that most of the children 'attitudes towards Turkish lessons turned out to be positive at the end of the program. However, it was also seen that a limited number of children made significant advances in writing and spelling.





### 3.2.3. Mathematics



The school attendance of children participating in seasonal agricultural migration is an average of 4 months less than their peers. This situation significantly affects the academic success of children. One of the lessons that children have difficulties and negative attitudes is mathematics.

The program aims to support children's skills by determining their level in basic mathematics skills, as well as developing a positive attitude towards mathematics. For this reason, basic mathematical skills of children in the program; Structured, semi-structured, creative games and movement activities are aimed to be enriched and developed. To achieve this goal, a math class was created by providing materials such as math sets, semi-structured materials, and box games.

The evaluations of the children participating in the program at the beginning and at the end of the program showed that children developed positive attitudes towards the mathematics lesson. When we look at the results of the pretest and posttest, it was

observed that the number of answers given to the items "Mathematics is an easy course", "I get bored when math is working" and "Mathematics is among the lessons I love very much" has increased. According to this result, it can be said that the perspective towards mathematics course has changed positively and the prejudices against the course have decreased.

The negative response to the items "I am afraid of math exams" and "I think I can not do mathematics" in the evaluation tool proves that the students' self-confidence in mathematics lessons. However, during the program, the statements of children as "I understood mathematics for the first time" also support this.



### 3.2.4. Science



The academic success and attitude problems that we talked about in mathematics lesson mostly apply to science lesson. In science course, it is aimed to develop basic concepts about science, scientific process skills, scientific thinking skills and positive attitude towards science. In this context, throughout the program, all of the courses were carried out in two areas: laboratory and garden. Necessary materials were provided in the laboratory equipment for the program and the children were supported with both structured and creative and open-ended activities.

Children's attitudes towards science lesson and science lesson skills were assessed by the teacher both at the beginning of the program and at the end of the program. With the experiments, there has been a positive development in attitudes towards science lesson with the laboratory rules and scientific process skills of children, observation, data collection, experimentation, conclusion and evaluation skills.





### 3.2.5. Physical Education, Handicrafts and Free Activities



**M**ovement and play are one of the most important prerequisites for both brain development and learning. For this reason, the contents of all the courses in the program are supported by play and movement activities.

Nevertheless, a physical education lesson was also included in order to provide gross motor skills, balance and coordination in which children are supported with structured and semi-structured plays and exercises.

Supporting children who participate in a serious nutrition program with regular physical activity



### 3.2.5. Physical Education, Handicrafts and Free Activities



provides a meaningful support mechanism for children with both nutritional deficiencies and obesity problems.

It is aimed to increase the aesthetic feelings and cultural awareness of children, to develop creative thinking, fine motor, self-expression and artistic skills, as well as to convey negative emotions and emotional relaxation with art. In the handicraft class, children produced different types of products in accordance with their age, development and wishes. In this context, a handicraft class was created in the project.

The resulting artistic products were exhibited at the end of the project.

Free activity is planned as a routine that is applied at a certain hour every day in line with children's interests, needs and wishes. This timeframe is mostly presented to enable children to make their own decisions and to think flexibly in the learning environment.

From the beginning of the program, this time period was shaped both according to the personal wishes of different groups and was evaluated collectively at all schools. During the program, side flute recital, cinema event (on rainy days), chocolate workshop, professional introductions and free games in the garden were held between these hours.

At this time, both the teachers and their assistant trainers facilitated the children in this process.





### 3.3. Seasonal Agricultural Worker Parent Trainings



Our extensive field research and observations of Şanlıurfa field visits when the 'Every Child is a World' program started in 2018 have repeatedly shown us how important family education is, especially maternal education, to end child labor, break the poverty cycle and reduce school dropouts. However, it is a well-known fact that education in early childhood is much more critical and important than other levels. Seasonal

agricultural migration is a challenging process involving parents and children, but mostly affecting women and children. While migrating from one city to another, it is very difficult to work and parent them with their children.

For this reason, a family education program based on experiences, observations and especially needs was developed by our academic advisor and implemented in a 5-week period. Evaluations were carried out by repeating before, after and after a certain period of time. Both training and evaluations were carried out using scenarios. The drawing on the side belongs to the scenarios used in family education. These drawings were used to facilitate the understanding and memory of illiterate women.

#### Topics presented in the 5-week family education program are;

- Maternal child health and nutrition
- Child development
- Parenting attitudes
- Child protection
- Gender

These issues are presented as scenarios in the context of working and living practices of seasonal agricultural workers.

Scenarios are designed as possible problems and solutions for families. Both the scenarios and the characters have played an important role in ensuring the permanence in the minds of the parents who participate in education and have no literacy experience. With the scientific researches, the ef-



### 3.3. Seasonal Agricultural Worker Parent Trainings



fectiveness and permanence of the program has been proved.

Durak Hazelnut paid mothers who attended the family education as much as a daily wage hazelnut harvesting. As a matter of fact, these families came to our district to work to earn wages.

This situation prevented mothers from suffering financial losses due to their participation in education, on the other hand, they increased volunteering to participate in education. Participation in the family education program can be considered as a volunteer as the fee paid corresponds to hazelnut production. Only 6 mothers completed the family education that started with the participation of 7 mothers. Certificates were given to the mothers who completed the program.

**1.MODÜL**  
**ANNE ÇOCUK SAĞLIĞI VE BESLENMESİ MODÜLÜ**

**İçindekiler**

- Gebelik Döneminde Sağlığın Korunması
- Gebelik Dönemi Beslenme
- Gebelik Dönemi Aşları
- Doğum Kontrolü Yöntemleri
- Çocukluk Dönemi Beslenmesi
- Çocukluk Dönemi Hastalıkları
- Çocukluk Dönemi Hastalıklarında Müdahale ve İlk Yardım
- Kazalardan ve Hastalıklardan Korunma

**Materyaller**

- Kondom
- Görseller
- İlk yardım uygulama bebeği
- Tahta kalemi
- Duygu kartları
- Fındık mikrofön
- Resim 1,2,3,4,5,6
- EK 1: Gebelik Dönemi Aşı Takvimi
- EK 2: En yakın sağlık kuruluşları iletişim ve adres listesi
- EK 3: Mevsimlik tarımda sağlıklı beslenme için öneriler listesi
- EK 4: Besleyici yemek tarifleri (Görselli)
- EK 5: Aşı Takvimi
- EK 6: Yakınılardaki Aile Sağlığı Merkezleri
- EK 7: Zehirlemelerde ilk yardım broşürü
- EK 8: Tetanos İlk Yardım Broşürü





### 3.4. Nutrition Program



of hygiene, insufficient food variety and lack of storage conditions.

Thanks to the program, children progress in a developmental way, both hygienically and regularly.

**A**s in the previous harvest period, the nutrition program prepared by a specialist dietician of the 'Every Child is a World' Program has continued. The children attending the summer school are taken from the tent areas with their services without going to the garden their family and when they are brought to school, they start the day with "BREAKFAST". At 10.40 am, after a long break they take their first snack, they eat 'Lunch' at noon and finally eat their second snack at 14.40.

The purpose of the nutrition program, which consists of 2 main and 2 snacks, is to support children developmentally.

Children cannot be healthy and balanced nutrition due to the living conditions in the tent areas, lack



### 3.5. Health Controls



One of the most important elements of the Every Child is a World project summer school is regular healthcare provided to children.

**During the summer school program, healthcare is provided in two forms;**

1. Providing access to healthcare services for instant developing needs,
2. General health screening of children participating in the project,

First of all, every child with any health problem, injury or symptom during the summer school was taken to the nearest health institution with an adult, his/her medications were taken and his/her family was informed and his/her treatment was followed.

However, as every year, an ambulance belonging to Çakırtepe Hospital came to the summer school and screened health for all children. The children deemed necessary were directed to the hospital for further examinations. In addition, oral and dental health screening was carried out. The results of the oral and dental health screening revealed that children had teeth that require a lot of caries and extractions.





### 3.6. Trip Programs



We wanted the project participants to be away from child labor but close to the story of the hazelnut in their journey with their families for hazelnuts. In order for the children to come and experience the beauties of this city, they organized a trip to the DURAK hazelnut factory and then to Ünye Çınarsuyu Facilities.

Durak Hazelnut San. ve Tic. Inc. Hasan Durak, Chairman of the Board, welcomed the children in the lush garden of the factory and introduced the factory by offering them nuts.



After a visit to the factory, the children, who made a little tour of Ünye, came to Çınarsuyu Facilities and enjoyed the sand and the sea. The project participant children, who were among the children who met the sea for the first time, were accompanied by the Life Savers of Ordu Metropolitan Municipality during their stay there. During their stay on the beach, children used natural materials under their guidance to learn and discover.



### 3.7. Gastro Art Chocolate Making Workshop



Gastro Art Kitchen Workshop', a cooking school in Samsun province, carried out a one-day workshop at our school to provide a contribution and learning experience to children. With this workshop, children learned to make chocolate and Cupkek, on the other hand, they had a pleasant time getting to know the cookery profession.

These children, whose families are the biggest laborers of hazelnuts, have had the opportunity to experience the most delicious form of hazelnut and taste the products they produce with the beautiful activity of Gastro Art.





DEVELOPMENTAL EVALUATION OF CHILDREN

4.





## 4.1. Development of Body Mass Index Percentile Values

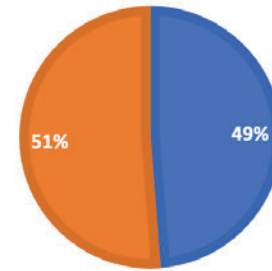
Percentile curves (growth curves) provide information on whether children's progress is healthy. While calculating height and weight in children, the percentile values used for height, weight and head circumference mean that a child's values are high or low when compared to an average of 100 children. There are studies showing the developmental difficulties of children participating in seasonal agricultural migration due to insufficient and unbalanced nutrition, living in difficult conditions and migration. In studies conducted between these groups, it is stated that malnutrition and related stunting are common. Children participating in the 'Every Child is A World' Program are included in a nutrition program. Program participants are evaluated by measuring their height and weight at the beginning of the program and at the end of the program. 148 children participated in the program during the 2019 harvest period. However, as they are a highly mobilized group, the developmental evaluations of 41 children participating from the first day to the last day of the 30-day nutrition program will be presented in this section. The other participants were included in the program at different times or were not separated, so the analysis was not included.

The development of the children participating in the program was evaluated by measuring their height and weight at the beginning and end of the program and body mass indexes at the beginning and end. Evaluation Neyzi et al (2008) reference values set for their children in Turkey was used. In the analysis created by determining the chronological

1- Neyzi, O., Günöz, H., Furman, A., Bundak, R., Gökçay, G., & Darendeliler, F. (2008). *Body weight, height, head circumference and body mass index reference values in Turkish children. Journal of Child Health and Diseases, 51(1)*, 1-14.

### GENDER DISTRIBUTION OF CHILDREN PARTICIPATING IN THE NUTRITION PROGRAM

■ Girl ■ Boy

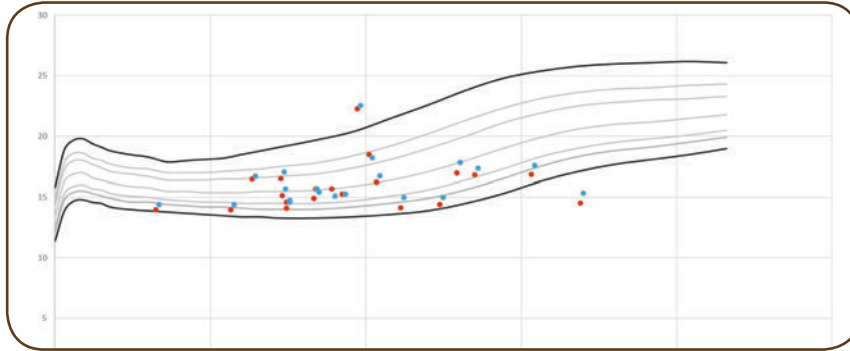


ages according to the birth dates of the children, the growth share of the children in 30 days was removed from the 30-day program. In summary for growth share is removed. It can be said that the progress achieved is the effect of the program. Since percentile curves of girls and boys are separate, pretest and post test results are presented separately for girls and boys.

### Girl Body Mass Index Pretest Posttest Change

Values indicated with red dot in the percentile curve represent the pretest, values indicated by blue dot represent the posttest. Accordingly, there is a significant change between girls' body mass index percentile values, pretest and posttest values. There are advances in the height and weight of child-

## 4.1. Development of Body Mass Index Percentile Values



ren. It is seen that she is a child who is well below the percentile values and whose development is far behind her peers. Although there were advances in the percentile values of this child, it was observed that he could not still enter the curve. It is seen that the majority is below the 50% slice and approaches the average values with post-test.

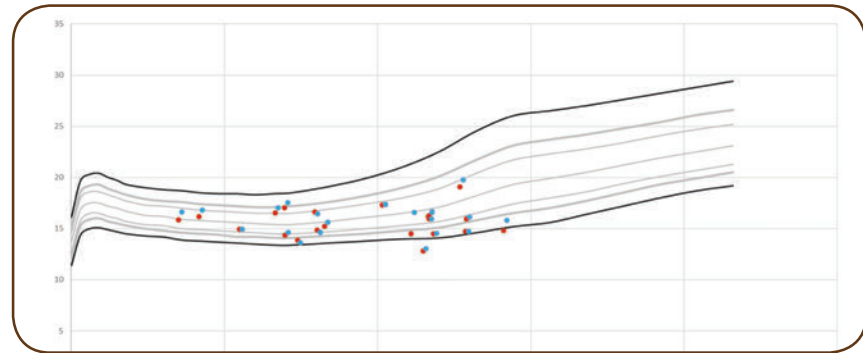
### Boy Child Body Mass Index Pretest Posttest Change

Values indicated with red dot in the percentile curve represent the pretest, values indicated by blue dot represent the posttest. When the body mass index boy pretest posttest results are examined; it was seen that there was only one child outside the curve and this child made some progress, approaching the lowest value of the curve but still under the curve. However, almost all of the children made progress in height and weight in the posttest. In particular, it is seen that some children have developed enough to approach their average values at the lowest value of the percentile. This situation can be interpreted as follows.

While they were behind most of their peers, they approached to show similar development with their peers. Body mass index pre-test post-test results for both girls and boys show us important advances in children's development.

These results show that the nutritional program consisting of only 30 days and 2 main meals and 2 snacks creates a significant change in body mass index by making progress in the height and weight values of the children, even when the share of growth is subtracted.

While these findings reinforce the importance and necessity of the nutritional program once again, it sheds light on the studies that can be done for interventions starting from a longer term and earlier ages.





CONCLUSION

5.





CONCLUSION

Although all of these comprehensive works carried out by Durak Hazelnut using its own resources, the contributions of all agricultural workers, their families, agricultural intermediaries, hazelnut producers and hazelnuts, especially for children at risk of child labor, are evaluated with reports every year, the effect in real sense is only longitudinal and it can be measured through many years of evaluations. With the sustainability program we have started to track down this, we will continue to monitor, report and make applications in the field of each component of the program and the relationships between these components. However, we would like to emphasize once again that the support of local governments and the public, which we consider important during all these practices, is indispensable and that the problem of child labor can only be solved through a culture of cooperation and collaboration. Durak Hazelnut San. ve Tic. Inc. It will continue to be on the field, to produce solutions and to cooperate with stakeholders for the year 2021, which was declared International Year for the Elimination of Child Labour by the United Nations.



**HABER TÜRK** SON DAKİKA GÜNDEM EKONOMİ SPOR MAGAZİN DÜNYA KADIN

**SON DAKİKA HABERLERİ** > İçine Türkiye-ABD arasında 5. devriye icra edildi • Yunanistan Almanya'dan serası

**YEREL HABERLER / ORDU HABERLERİ**

## Mevsimlik fındık işçileri bahçede, çocukları yaz okulunda

15 Ağustos 2018 Çarşamba, 15:18 | Güncelleme: 15 Ağustos 2018 Çarşamba, 16:00 DHA

DOĞU ve Güneydoğu Anadolu Bölgesi'ndeki illerden Ordu'ya fındık hasadında çalışmak için gelen mevsimlik işçiler, bahçede fındık toplarken çocukları da "Fındık Tanımında Çocuk İşçiliği İle Mücadele Projesi" kapsamında eğitim görüyor.

DOĞU ve Güneydoğu Anadolu Bölgesi'ndeki illerden Ordu'ya fındık hasadında çalışmak için gelen mevsimlik işçiler, bahçede fındık toplarken çocukları da "Fındık Tanımında Çocuk İşçiliği İle Mücadele Projesi" kapsamında eğitim görüyor.

Ordu'nun İkizce İlçe Kaymakamlığı ile Türkiye'nin en büyük fındık ihracatçısından biri olan Durak Fındık İşbirliğinde "Fındık Tanımında Çocuk İşçiliği İle Mücadele Projesi" hazırlandı. Proje kapsamında Doğu ve Güneydoğu Anadolu Bölgesi illerinden fındık hasadında çalışmak üzere Ordu'ya mevsimlik işçi olarak gelen fındık topladıkları sırada çocukları Büyükşehir Belediyesi İkizce Anadolu İmam Hatip Lisesi'nde eğitim görüyor. Okulda İkizce Halk Eğitim Müdürlüğü tarafından açılan kurslara mevsimlik tarım işçileri çocukları ile yörede yaşayan vatandaşların çocukları katılıyor. Toplam 115 çocuk burada eğitim görüyor. Mevsimlik fındık işçilerinin çocukları yapılan bu çalışma ile hem el becerilerini geliştiriyor, hem de eğitime odaklanıyor. Projenin Koordinatörlüğünü Vedat Macit yürütürken, Akademik Danışmanlığı'na ise Tuğba Koçaklı ile Mükerrrem Kabataş Yıldız yapıyor.

Durak Fındık A.Ş. Yönetim Kurulu üyesi Kadir Durak, sosyal projelere önem verdiklerini, geçen yıl bu kapsamda Tarım ve Hayvancılık Müdürlüğü'ne 8 adet fındık toplama makinesi hibe ettiklerini, çocuk işçiliğinin önlenmesi için proje hazırladıklarını söyledi. Projenin sürdürülebilir olacağını belirten Durak, "Fındık toplama işçilerinin önlenmesi ve fındık hasadı süresince çocuklar için güvenli bir ortamda sağlık ve eğitim"

**ürriyet** Gündem Dünya Ekonomi Spor Arena Seyahat Video

**ORDU HABERLERİ** | **İKİZCE HABERLERİ**

## Mevsimlik fındık işçileri bahçede, çocukları yaz okulunda

DHA 15.08.2018 - 15:17 | Son Güncelleme : 15.08.2018

DOĞU ve Güneydoğu Anadolu Bölgesi'ndeki illerden Ordu'ya fındık hasadında çalışmak için gelen mevsimlik işçiler, bahçede fındık toplarken çocukları da "Fındık Tanımında Çocuk İşçiliği İle Mücadele Projesi" kapsamında eğitim görüyor.

**iHA** Haber Haber Ajansı Abone Gündem Politika Asayiş Spor Dünya Ekonomi

Ordu'nun İkizce İlçesine her yıl Doğu ve Güneydoğu'dan mevsimlik tarım işçilerinin çocuklarının ağır işlerde çalışmalarını önlemek amacıyla uygulanan sosyal sorumluluk projesi takdir topladı.

Ordu'nun İkizce İlçesine her yıl Doğu ve Güneydoğu'dan mevsimlik tarım işçilerinin

**MEYDAN** HAPPY HOUR

ANA SAYFA ASAYİŞ SAĞLIK EĞİTİM SİYASET KÜLTÜR KOŞE YAZISI HAKK

**ÖLMEYEN ÖNCE EVİ TAMİR EDECEKLERDİ**

**2018 YILI ÇOCUK İŞÇİLİĞİ İLE MÜCADELE YILIDIR**

**2018 YILI ÇOCUK İŞÇİLİĞİ İLE MÜCADELE YILIDIR**

**DÜNYA**

Reklamı Google tarafından kapatıldı.

**Tarımda çocuk işçiliğine Durak Fındık'tan hayır**

Yine Durak Fındık ile İkizce Kaymakamlığı'nın ortaklığıyla Her Çocuk Bir Dünya projesi kapsamında, fındık hasadı döneminde işyeri gelen işçilerin çocukları, hem eğitime tabi tutulacak hem de düzenli sağlık taramasından geçirecek.

Ekonomistler enflasyon için ne dedi?

**OKUYORUM**

SAYFA GÜNCEL SİYASET YAŞAM EKONOMİ SPOR SİTEME EKLE HAKKIMIZDA

**DURAK FINDIK A.Ş'DEN "HER ÇOCUK BİR DÜNYA" PROJESİ**

05 Temmuz 2018, 18:10

2018 Çocuk İşçiliği İle Mücadele Yılı kapsamında fındık hasadında çocuk işçilerinin önlenmesi için Durak Fındık A.Ş. ve İkizce Kaymakamlığı işbirliği ile "Her Çocuk Bir Dünya" adlı sosyal sorumluluk projesinin tanıtım toplantısı Durak Fındık A.Ş.'de yapıldı.

Persembe günü Durak Fındık A.Ş.'nin Atatürk Mahallesi'ndeki yönetim yerinde yapılan tanıtımına Ünye Kaymakamı Ümit Hüseyin Güneş, İkizce Kaymakamı Ali Rıza Yerkaya, Ünye İlçe Jandarma Komutanı Esat Can Çizik, İlçe Emniyet Müdürü Ahmet Aksoy, İkizce Belediye Başkanı Bahri Soğut, Durak Fındık A.Ş. Yönetim Kurulu Başkanı Hasan Basri Durak, Durak Fındık Yönetim Kurulu Üyesi Kadir Durak, UTZ Coust Representative Türkiye Direktörü Osman Yalçın Tekinistan, İkizce MYO Müdürü Hülya Solak ve birçok davetiye katıldı.

Programın açılış konuşmasını yapan Durak Fındık A.Ş. Yönetim Kurulu Üyesi Kadir Durak: "Durak Fındık olarak 2013 yılında 25 bin adet suval dağıtarak affatolun ve çocuk işçilerin önlenmesi noktasında bir çalışma başlatmıştık. Yine 2015 yılında, Ordu genelinde ik ve orta dereceli okulları kapsayan 61 öğrenci dani oldu bu resim yarınası düzenlenmiş. Bundaki amacımız da çocuk işçilerin önlenmesiydi. Yine geçen yıl İl Gıda Tarım ve Hayvancılık Müdürlüğüne 8 adet toplama makinesi hibe ettik. Bu projenin ama da fındıktaki maitiyetin düşürmek ve yine çocuk işçiliği ile mücadele etmektir. Bu yıl da bu ilçe Kaymakamlığı ile ortak bir proje yapmayı istedik. Projele İkizce ilçemizde fındık toplama üzere gelen işçilerin çocuklarını bir okula toplayıp, oranın gün boyu eğitim faaliyetleri sayılı fındık bahçelerinden uzaklaştırma düşüncesindeyiz. Bu çocuklarımız aynı zamanda sağlık taramasından geçip projemizi gerçekleştireceğiz." dediktan sonra İkizce Kaymakamı Ali Rıza Yerkaya'ya teşekkür etti.

Kadir Durak'ın konuşmasının ardından konuşma yapan İkizce Kaymakamı Ali Rıza Yerkaya da pro-



*Safely From the Past to the Future...*



## **OUR ENVIRONMENTAL POLICY**

We, the managers, staff and suppliers of DURAK FINDIK SAN. VE TIC. A.S., are determined to accommodate everything necessary at our company to protect the environment with effective and successful studies. We are aware that this is the only way to contribute to the studies and efforts to leave a livable environment to the next generations. For this purpose all of the below intentions and principles will be applied at the management of the environmental aspects of all of our actions, products and services realized at our processing plant as good as possible:

- Laws, regulations, legislations and principles related to environmental management will be embraced and applied.
- Technologies and methods, which save the environment and resources, will be searched, followed and applied.
- In order to prevent pollutions by waste, which cannot be omitted completely, measures to minimize these wastes and its negative impacts on the environment will be taken.
- Studies to save the environment will be realized under a continuous development approach.
- The environmental sensibility will be enhanced at the workplace (and society) through education and participation.
- Actions related to the environment will be established and developed according to the TS EN ISO 14001 Environmental Management System.
- In order to become a preferred company at the national and international markets, the quality and environmental understanding will be backed up by accredited certifications.

## **OUR POLICY OF QUALITY AND FOOD SAFETY**

- Meeting our customers' requests, needs and expectations perfectly and correctly,
- Revising and enhancing the efficiency and productiveness of Quality and Food Safety Management System,
- Understanding , implementing and maintaining the sustainability of Quality and Food Safety Management System and Policy within the institution,
- Ensuring the products appropriate for the national and international regulations and microbiological, physical and chemical specifications that our customers demand be produced under the hygienic conditions, stored and sold,
- Ensuring getting and conveying the necessary information for food safety during the food chain,
- Ensuring the continuous improvement of occupational health and safety,
- Ensuring the improvement and education of the employees.



☞ The very first rule to build a healthy society in order to look from the past to the future in a trustful way is the existence of environment-friendly, high quality and reliable corporate companies which have high standards.

Buying the most quality raw products from the growers, process them with caution and present them to the consumers are always the priority of our company.

It is always among our main targets as the family of Durak Hazelnut to find the answer to the question "How can we do better?" by meeting with the growers.

#### ☞ OUR MISSION

- is to process the Turkish hazelnut best, advertise and taste it all around the world.

#### ☞ OUR VISION

- is to render a customer-focused service,
- is to provide a damage-free service in time and completely,
- is to be beneficial to natural environment and mankind,
- is to be a company which is given a reference and preferred by the firms,
- is to ensure these principles' continuity and to share this happiness with our customers, employees and workers.

#### CERTIFICATES





SAFELY FROM THE PAST TO THE FUTURE...

[www.hercocukbirdunya.org](http://www.hercocukbirdunya.org)  
[www.durakfindik.com.tr](http://www.durakfindik.com.tr)



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