For the Children Coming or Brought to Safety Foundations with Multidimensional Scaling Analysis

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Nowadays it is common to see world’s most valuable beings of children are seen and brought to the foundations for security reasons. Researches are generally based on to get knowledge about the general concept of children. This work will show you the reasons of their being in foundations more than describing the situation. Our data is taken from TUIK’s 2013 Children Coming or Brought to Safety Foundations. Territories are taken into account as in the report as 12 territories. In our survey multiple dimensional scaling is used. Because with this scaling we had the least lost of data; moreover due to its visuality it is easy to comprehend difference and similarities. Thanks to this analyze technic you can find which reason is highly common where. Owing to this analyze situations in the territories are revealed. It is seen that similar geographic places causes similar cases of children. Thanks to local analyses Turkey’s risk map is revealed. This survey will help us to over come these risky situations. Getting a detailed information about those local places and situations, it will be easier to take precautions correctly and on time. This research will be a helpful guide not only for educators or families but also for civil servants who works for safety institutions. They will get a chance for having pre-knowledge of cases. Furthermore, every region may have their own ways to educate the families living there. Thanks to this information safety foundations will be prepared before.

Keywords: Multidimensional scaling analysis, safety foundations, children, crime

Introduction

The topic of the children coming or brought to safety foundations is becoming a topic that draws attention with every passing day. There are news about sexual and physical abuse issues that are being received from media organs. Studies in the literature are usually aimed at describing the notion of the abuse and the juvenile pushed to crime. However, child abuse is a multi dimensional problem. It has a complex quality in terms of its features, dynamics, causes and results. Thus, the development and the application of the approaches intended to prevent child abuse requires gaining extensive understanding and execution of multidisciplinary approaches together. In addition to this, taking precaution and prevention of the bad consequences of child abuse before it happens, has an acute importance (Yılmaz, 2013).

To address the issue of the children coming or brought to safety foundations only in the terms of abuse would be an insufficient approach. All the reasons behind the issue of the children coming or brought to safety foundations should be reviewed carefully.

Through the Multidimensional Scalling Method of Analysis that we practiced, which problems the children face and which regions they face them will be displayed. Moreover, through this analysis Turkey’s general condition will be better understood. It is to be expected that this study will be a guiding study on which issues should be prioritized both nationally and regionally. It is intended to be a guideline for families, educators and security agents regarding the issues of child abuse and juvenile pushed to crime in their region. Children spend an important portion of their lives with their teachers in schools. It would make it easier
to gain benefit from the precautions that are being taken if the teachers and the educators can see which problems occur in which regions and take precautions accordingly.

**Conceptual Framework**

Child, among all living creatures, requires the longest care, protection and love. A society’s progress and advance is only possible if the children in that society to grow up healthy in the physical, mental and social aspects (Bahar, Savaş&Bahar, 2009). According to the child rights agreement which our country has signed as well, according to the law that can be applied to the children, except for the cases of child reaching earlier age of legal majority, every human is considered a child until the age of eighteen. (http://www.unicef.org/) According to the article 11 of the Turkish Civil Law that has passed on 22.11.2001, legal age of majority starts when the age of 18 has been finished. In the 12th article however, it has been ruled that a minor who has finished the age of 15 can be made a legal adult with the consent of themselves or their guardians (http://www.tbmm.gov.tr/). Also, according to the article 31/1 of the T.C.K. (Tukish Criminal Code) numbered 5237, it has been ruled that if they have not finished the age of 12 when the act’s been committed, the children do not have the criminal responsibility (Kaygas, 2011).

Crime; is a fact that has existed throughout the human history. It affects not only our country but the world as well. Crime occurs when an individual in the society goes against the rules in place. Regardless of the fact that child has been caught or not; or if he has trouble with the police or not, if he committed a crime once in his life he is considered to be criminally inclined. (http://mebk12.meb.gov.tr/).

In Turkey, a lot of children or teens are rushed forward to get a job at an early age to provide for their families or themselves and they are faced with various kinds of abuse and neglect (Bahar, 2009).

Crime affects its subject along with its perpetrator. But children are the most affected by this situation. Children who have contacted crime in any way are brought to the security foundations. In this study, the children coming or brought to security foundations have been analysed under the titles below.

**Found:** Child who has no official missing persons report on him and brought to security foundations by security agents/citizens. (TUIK,2013).

**Lost:** Child who has an official missing persons report on him and brought to security foundations by security agents/citizens. (TUIK,2013).

**Victim:** Child who has suffered material and emotional damage from the acts committed that have been defined as a crime by laws. Child who needs protection. It can be described as the child whose physical, mental, moral, social and emotional devolopment is in danger or who is a victim of a crime (TUIK,2013).

When a child is a victim, we first think of abuse. Even though we think about it when we hear victim, description of abuse covers a much more general situation. World Health Organization defines abuse as an act coming from an adult knowingly or unknowingly; and as an act that affects child’s health, physical and socio-cultural devolopment negetively. (Bahar,2009).

**Physical Abuse:** In the widest sense it means “a child is hurt non-accidently” It means that a child or a teen under the age of 18 has suffered a physical damage that threatens his health by his mother, father or someone else who is responsible for his care or he has the risk of getting hurt. (Tiraşçı&Güven,2007).
Sexual Abuse: It means that a child is used for sexual satisfaction by someone who is at least 6 years older than him by way of coercion or persuasion or allowing the child to be used this way by other people as well. (Tıraşçu&Güven, 2007).

Emotional Abuse: Emotional abuse which is one of the most encountered types of abuse, is defined as when his mother, father or other adults around him has demands and expectations on the child’s skills and acts aggressively.

Neglect: It is defined as when the person who is obliged to take care of the child doesn’t meet this obligation and neglects the child physically or emotionally by not meeting his feeding, clothing, medicinal, social and emotional needs and doesn’t give attention to his living conditions. (Tıraşçu&Güven, 2007).

Juvenile Pushed to Crime: Child who is subjected to an investigation or a prosecution with the claim that he has committed an act that is ruled as a crime by laws or a child that has been ruled that safety measures would be taken on him. (TUIK, 2013).

There are a lot of aspects in play regarding the subject of a juvenile pushed to crime. Unemployment brought by rapid and disorderly urbanization, income inequalities, discontent in the family caused by the social factors such as the shift in the traditions, despair and desperation are the factors that create criminal inclination. The negative effects of these factors on the child may push him to crime (Yörükoğlu, 2000).

Committing Criminal Misdemeanor: To commit the tort that law demands to be faced with an administrative sanction. (TUIK, 2013).

Runaway: Child who declares that he has ran away when found and when he is in the safety foundation, whether there is an official missing persons report on him or not. (TUIK, 2013).

Running Away from the Institution: Child who declares “I have ran away from the institution (social service organizations, boarding schools, healthcare organizations, rehabilitation centers, etc.) when he is found, with or without an official missing persons report on him. (TUIK, 2013).

Substance Use: Child brought to the safety foundation with the suspicion or finding of using natural, synthetic and/or chemical substances that may alter mental and conscious faculties and can cause psychological effects.

Working on the Street: Child who spends some part of his day working on the street to provide for his family or himself. (TUIK, 2013).

Criminal Charge: When a person is accused of a crime and it is decided that he committed it. (TUIK, 2013).

Abandonment: Child who had been left unprotected and helpless by his legal guardian. (TUIK, 2013).

Living on the Street: Child who left the place of his residency and started living on the street because of the reasons such as poverty, broken home, abuse and child who is gradually losing his family ties and open to any kind of abuse. (TUIK, 2013).

Working Illegally: Child who is working/being forced to work in defiance of procedures and conditions of the laws that regulates working principles. (TUIK, 2013).

Asking for His Information: To listen to the child’s account of what he knows and what he has seen on the subject that is being investigated. (TUIK, 2013).

Not Send to School: Child who is not continuing his education/is not allowed to continue his education even though he is of legal age for compulsory education, whether he has registered in a school or not. (TUIK, 2013).

Rehabilitation and efforts for getting the child adapted into the society again should be the first services offered after a child faces with any of these situations. But our priority should be trying our best to prevent these type of situations to take place in child’s life in the first place.
In this respect, it is important to understand the conditions of the regions. We might be able to take specific precautions by understanding which problems come into prominence in which regions.

**Literature Review**

The literature search related about the children came or brought to safety unit does not give enough research. However, when the literature is analyzed as children and abuse or children and crime, many studies can be found. Kepekçi and Özcan emphasized on the prevention of crime in schools in their research in 2001. Their study explained the juvenile delinquency and the reasons directing children to crime. At the end of their study, they concluded that schools and families have great responsibility to prevent juvenile delinquency.

Child abuse and its types were defined by Kara, Biçer and Gökalp in their research in 2004. The study reported the observational situations to understand if the child was abused or not. It also presented the road map to pediatricians who are dealing with children with abuse history. Güngör emphasized on children who are living and working on the streets and also the juvenile delinquency in his study in 2008. He mentioned that living and working on the streets may turn the children to criminals in time. These children were conducted a survey which had age, gender and substance abuse as categories. He concluded that finishing juvenile delinquency requires many duties firstly from families and schools and all of the governmental institutions.

With UNICEF’s study Child Abuse and Domestic Violence in Turkey prepared in 2010, Turkey’s position to child abuse and domestic violence can be seen clearly. The report used both methods of qualities and quantities. According to the study, all of the participants have been abused by their parents, teachers or their environment. The study emphasizes on the idea that for a more peaceful environment, beginning from the families, there is work to do in every rank of the government.

Berghan and Arkadaş-Thibert’s collaborative research with UNICEF called Violence against Child and Literature Review Indicators targets to show the situation not only in Turkey but also in East Europe countries. The study is a widespread literature review in which its purpose is to present the strengths and weaknesses of the literature. Meantime, the study could be a starting point for further researches. The study showed the disadvantaged groups and in what subjects they are disadvantaged. In addition, it gave some suggestions regarding violence against children.

Turkish Statistical Institute (TUIK) represented some statistics of the study among children who went to the security unit or were taken there in 2013. The statistics include the purpose of their arrival, age group divisions, how their purpose of arrival changes with which region they are from.

Çoban’s research in 2014 examined the relationship between some social factors and juvenile delinquency. Family structure and relationships, children’s experiences of working and living on the streets, substance usage habits and other variables and their relationship with juvenile delinquency were studied. The research’s conclusion reports that all of the variables except domestic violence are related with juvenile delinquency.

Besides these researches, the studies of Kunt (2003), Ahioğlu (2004), Güneş (2009), Yalçın (2011), Yulaf and Gümüştaş (2014), Beyazit and Ayhan (2015) related to this topic can be attained.
Methodology of the Study

Multidimensional Scaling (MDS) Analysis

Multidimensional scaling (MDS) is a means of visualizing the level of similarity of individual cases of a dataset. It refers to a set of related ordination techniques used in information visualization, in particular to display the information contained in a distance matrix. An MDS algorithm aims to place each object in N-dimensional space such that the between-object distances are preserved as well as possible. Each object is then assigned coordinates in each of the N dimensions. The number of dimensions of an MDS plot N can exceed 2 and is specified a priori. Choosing N=2 or 3 optimizes the object locations for a two- or three dimensional scatter plot.

The usage of MDS in data analyses has several advantages. Namely, MDS is an extremely flexible technique, one that can model non-linear relationships and is not bound by the numerous assumptions associated with general linear models or even with factor analyses. MDS also known as perceptual mapping is a procedure that allows a researcher to determine the perceived relative image of a set of objects (firms, products, ideas, or other items associated with commonly held perceptions).

The multidimensional scaling solvable general purpose with minimum size must reveal that objects structure (using the distance values) is closed to its original shape. The MDS, Clusters and discriminant analysis are like one of Q analysis techniques, also due to the size reduction feature; R is located between analysis techniques (Tatlıdil, 2002).

To perform a MDS analysis of data within SPSS there are a three main options; the ALSCAL, the PROXSCAL and PREFSCAL procedure. As Leydesdorff and Vaughan (2006) state, ‘the ALSCAL procedure assumes that the input is a dissimilarity matrix, PROXSCAL allows one to specify whether the proximities are similarity or dissimilarity measures’, while PREFSCAL minimizes penalized Stress, an approach that successfully avoids degenerate solutions in most circumstances (Tatlıdil, 2002). PREFSCAL aims at the same functionality as PROXSCAL.

Multidimensional scaling is often used in marketing practice, but it has been used less frequently in academic research (Azabagaoglu et al., 2002; Oraman & Inan, 2005; Huber, 2008; Gurcaylılar, 2008). However there are several important research papers that used MDS as a research technique (Gallivan & Jgarkava, 2008). Most of them use a MDS as a technique to measure the perceptions of customers about different subjects.

The goals of this study are; to investigate the geographical distribution of the reasons of juvenile cases by law enforcement forces and provide nationwide statistics of these reasons in Turkey. Data used in this work is cited from the study ‘Juveniles Received Into Security Unit’ by Turkish Statistical Institute.

Prefscal is used in this study. The solution was derived using MDS analysis involving distance matrices Therefore, appropriate distance matrices should be calculated according to the type of data (Doğan, 2003). Euclidean distance (d) is used in this study, as seen on Equation 1.

\[ d = \sqrt{\sum_{i=1}^{n} (x_i - y_i)^2} \]  
(Equation 1)

Stress dimension Equation 2 has a common use in MDS analysis and it is as a criterion for correlation or positive correlation and used in determining whether the dimension number is
appropriate that was used in graphical organizing gathered at the end of the analysis. (Filiz & Çemrek, 2005).

\[
\text{stress} = \sqrt{\sum (d_{ij} - \hat{d}_{ij})^2 / \sum d_{ij}^2} \quad (\text{Equation 2})
\]

The data to be analyzed is a collection of \( I \) objects (colors, faces, stocks, . . . ) on which a distance function is defined, \( \delta_{ij} := \text{distance between } i \text{ th and } j \text{ th objects.} \) These distances are the entries of the dissimilarity matrix.

\[
\Delta := \begin{pmatrix}
\delta_{1,1} & \delta_{1,2} & \delta_{1,i} \\
\delta_{2,1} & \delta_{2,2} & \delta_{2,i} \\
\delta_{i,1} & \delta_{i,2} & \delta_{i,i}
\end{pmatrix}
\]

The goal of MDS is, given \( \Delta \), to find \( I \) vectors \( x_1, x_2, \ldots, x_I \in \mathbb{R}^N \) such that

\[
\|x_i - x_j\| = \delta_{ij} \quad \text{for all } i, j \in I
\]

where \( \| \cdot \| \) is a vector norm. In classical MDS, this norm is the Euclidean distance, but, in a broader sense, it may be a metric or arbitrary distance function. In other words, MDS attempts to find an embedding from the \( I \) objects into \( \mathbb{R}^N \) such that distances are preserved. If the dimension \( N \) is chosen to be 2 or 3, we may plot the vectors \( x_i \) to obtain a visualization of the similarities between the \( I \) objects. Note that the vectors \( x_i \) are not unique: With the Euclidean distance, they may be arbitrarily translated, rotated, and reflected, since these transformations do not change the pair wise distances \( \|x_i - x_j\| \)

(Note: The symbol \( \| \cdot \| \) indicates the set of real numbers, and the notation \( \mathbb{R}^N \) refers to the Cartesian product of \( n \) copies of \( \mathbb{R} \), which is an \( n \)-dimensional vector space over the field of the real numbers.)

There are various approaches to determining the vectors \( x_i \). Usually, MDS is formulated as an optimization problem, where \( (x_1, x_2, \ldots, x_I) \) is found as a minimizer of some cost function, for example,

\[
\min_{x_i \in \mathbb{R}^N} \sum_{i,j} (\|x_i - x_j\| - \delta_{ij})^2.
\]

A solution may then be found by numerical optimization techniques. For some particularly chosen cost functions, minimizes can be stated analytically in terms of matrix eigen decompositions.

Stress ratio is used as a criterion in determining suitability of MDS analysis. A low stress value shows the correlation of the analysis; a good stress value shows a poor correlation. Kruskal provided a guide indicating correlation of analysis to interpret of stress value in 1964.
Findings

In this study, multidimensional scaling method of analysis have been made to compare the reasons of children coming or brought to safety foundations in the years 2011-2012 in different regions of Turkey and to determine the relations of these reasons. In our analysis, Turkey’s 12 regions which have been separated according to 1st level of IBBS (Statistical Unit Categorization of Regions) by TUIK, have been taken into account.

Table 2
Statistical Unit Categorization of Regions 1 Chart

<table>
<thead>
<tr>
<th>Region Codes</th>
<th>Regions</th>
</tr>
</thead>
<tbody>
<tr>
<td>TR1</td>
<td>Istanbul</td>
</tr>
<tr>
<td>TR2</td>
<td>West Marmara</td>
</tr>
<tr>
<td>TR3</td>
<td>Aegean</td>
</tr>
<tr>
<td>TR4</td>
<td>East Marmara</td>
</tr>
<tr>
<td>TR5</td>
<td>West Anatolia</td>
</tr>
<tr>
<td>TR6</td>
<td>Mediterranean</td>
</tr>
<tr>
<td>TR7</td>
<td>Central Anatolia</td>
</tr>
<tr>
<td>TR8</td>
<td>West Black Sea</td>
</tr>
<tr>
<td>TR9</td>
<td>East Anatolia</td>
</tr>
<tr>
<td>TR10</td>
<td>Northeast Anatolia</td>
</tr>
<tr>
<td>TR11</td>
<td>Central East Anatolia</td>
</tr>
<tr>
<td>TR12</td>
<td>Southeast Anatolia</td>
</tr>
</tbody>
</table>

Regions codes and region names have been borrowed from Tüik’s book named “Child Coming or Brought to Safety Foundations”.

Findings about multidimensional scaling method of analysis can be found below.

Comparing The Nuts Of The Reasons That Children Came or Were Taken To The Safety Foundation With Multidimensional Scalling Analysis

Multidimensional scaling analysis was conducted on the data taken from TSI (TÜİK) in 2011 and 2012 to compare the reasons of the children who went or were taken to the safety foundation and the cities where the safety foundations were located. The cities were classified according to the statistical zone unit classification level 1. Multidimensional scaling analysis was applied as 2-dimensional because according to table3, the stress value was found near
zero while Rho value was found near one. This shows us that the graph is fit for total harmony.

Table 3
The values of Stress and Rho in 2-Dimensional Multidimensional Scaling Analysis

<table>
<thead>
<tr>
<th>Badness of Fit</th>
<th>Kruskal’s Stress-1</th>
<th>Kruskal’s Stress-2</th>
<th>Young’s SStress-1</th>
<th>Young’s S-Stress-2</th>
<th>Goodness of Fit</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0,0000728</td>
<td>0,0000855</td>
<td>0,0001240</td>
<td>0,0001282</td>
<td>Spearman’s Rho</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0,9445236</td>
</tr>
</tbody>
</table>

Table 4 represents the coordinate value in 2-dimension about the reasons that children came or were taken to the safety foundation according to all the cities’ statistical zone unit classification level 1. Table 4 shows that according to 1-dimension, the farthest zones include west part of black sea, Aegean and southeast Anatolia regions whereas the farthest zones in 2-dimension are west black sea and southeast Anatolia regions. When considered about the two dimensions, Aegean and southeast Anatolia regions are on the same coordinate.

Table 4
Coordinate Values of Cities’ Statistical Zone Unit Classification (SZUC) Level 1 in Dimensions

<table>
<thead>
<tr>
<th>Boyut</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>1</td>
<td>-1,108</td>
<td>-0,476</td>
</tr>
<tr>
<td>2</td>
<td>-3,466</td>
<td>1,537</td>
</tr>
<tr>
<td>3</td>
<td>-0,571</td>
<td>0,281</td>
</tr>
<tr>
<td>4</td>
<td>-3,474</td>
<td>1,544</td>
</tr>
<tr>
<td>5</td>
<td>-3,421</td>
<td>1,500</td>
</tr>
<tr>
<td>6</td>
<td>-2,293</td>
<td>-2,149</td>
</tr>
<tr>
<td>7</td>
<td>-3,424</td>
<td>1,502</td>
</tr>
<tr>
<td>8</td>
<td>-3,582</td>
<td>1,630</td>
</tr>
<tr>
<td>9</td>
<td>-0,571</td>
<td>0,281</td>
</tr>
<tr>
<td>10</td>
<td>-2,562</td>
<td>0,176</td>
</tr>
<tr>
<td>11</td>
<td>-1,365</td>
<td>-0,839</td>
</tr>
<tr>
<td>12</td>
<td>-2,459</td>
<td>-2,383</td>
</tr>
</tbody>
</table>

Figure 1 enables to examine the reasons for children’s arrival to the safety foundations in Turkey’s SZUC level 1 regions’ coordinates with the axis. According to Figure 1, Aegean and southeast Anatolia regions are on the same coordinate regarding the axis. It can be seen that there are some differences with other regions about their reasons of arrival.
Figure 1
Multidimensional Scaling Graph According to SZUC Level 1

There is a significant similarity between West Marmara (TR2), East Marmara (TR4), West Anatolia (TR5), and Middle Anatolia (TR7). There are differences about the arrival reasons between other regions.

Table 5
Dimensional Coordinate Values according to the SZUK Level 1 and the Reasons of Children who went or were taken to the Safety Foundation

<table>
<thead>
<tr>
<th>Reason</th>
<th>Dimension 1</th>
<th>Dimension 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS</td>
<td>19,159</td>
<td>8,260</td>
</tr>
<tr>
<td>KI</td>
<td>1,020</td>
<td>-1,716</td>
</tr>
<tr>
<td>ABND</td>
<td>-2,982</td>
<td>1,120</td>
</tr>
<tr>
<td>EK</td>
<td>1,020</td>
<td>-1,716</td>
</tr>
<tr>
<td>FND</td>
<td>1,020</td>
<td>-1,716</td>
</tr>
<tr>
<td>MISS</td>
<td>1,020</td>
<td>-1,716</td>
</tr>
<tr>
<td>VICT</td>
<td>19,181</td>
<td>-5,184</td>
</tr>
<tr>
<td>WS</td>
<td>-2,982</td>
<td>1,120</td>
</tr>
<tr>
<td>LS</td>
<td>-2,982</td>
<td>1,120</td>
</tr>
<tr>
<td>SU</td>
<td>-2,982</td>
<td>1,120</td>
</tr>
<tr>
<td>WI</td>
<td>-2,982</td>
<td>1,120</td>
</tr>
<tr>
<td>INFO</td>
<td>1,020</td>
<td>-1,716</td>
</tr>
<tr>
<td>NSCHO</td>
<td>-2,982</td>
<td>1,120</td>
</tr>
<tr>
<td>EI</td>
<td>1,020</td>
<td>-1,716</td>
</tr>
<tr>
<td>OTHER</td>
<td>1,020</td>
<td>-1,716</td>
</tr>
</tbody>
</table>
When Table 5 is examined, it can be seen that according to the reasons about their arrival; abandoning with the victim, working on the streets, living on the streets, substance usage, working illegally and not being sent to school have the farthest reasons. According to SZUK Level 1, abandoning, working on the streets, living on the streets, substance usage, working illegally and not being sent to school reasons are on the same coordinate, so there is similarity. Also, doing something wrong, running away from home, missing child, being found, being asked for information from them, escaping from the institute and other reasons show some similarities.

Figure 2
2 Dimensional Multidimensional Scaling Graphs of the Children’s Reasons for Going to the Safety Foundation

When examining Figure 2, it can be seen that the reasons of children who went or were taken to the safety unit as a victim and/or forced to become a delinquent are in a different location than others.

Figure 3
2-Dimensional Multidimensional Scaling Graphs of the Children’s Reasons for Going to the Safety Foundation according to SZUK.
It can be seen that children with being missing, doing something wrong, running away from home, asking for information from them, escaping from the institute and other reasons happen more in Istanbul, Aegean, Mediterranean, east Anatolia, southeast Anatolia regions. There is a similarity between children who went or were taken to safety foundation in West Marmara, East Marmara, West Anatolia, West Black sea, Northeast Anatolia, Middle East Anatolia and living in the streets, working on the streets, substance abuse, being abandoned, working illegally and not being sent to school. There is no zone where the reasons such as forced to become delinquents and being a victim are close link.

**Figure 4**
*Euclidean Distance Model Scatter Diagram*

With the information from the figure 4, the differences between the units show a linear harmony according to the distances. Estimated distances and differences are in a linear correlation. Accordingly, it comes up that the estimated distances are consistent with real values.

**Conclusion and Suggestion**

Seeing children who are such valuable entities being treated badly in our country and in the whole world is both saddening and concerning. Not only families but also teachers and the government have the duty to protect children. It is very important that the government must have the information and the necessary precautions about children being treated badly. By using the information about which problems come into prominence in regional and throughout Turkey, a roadmap will be acquired.

The most striking result of the multidimensional scaling analysis is the biggest problems throughout Turkey are living on the streets, working on the streets, being abandoned and substance addiction. These three items are also the main problems of the regions. Furthermore; children who went or were taken to the safety foundations with being lost, being found, doing something wrong, running away from home, being asked for information,
escaping from the institution and others as reasons were mainly from Istanbul, Aegean, Mediterranean, East Anatolia, southeast Anatolia regions. There is a close relation between children from east Marmara, west Marmara, west Anatolia middle Anatolia, west Black Sea, northeast Anatolia, middle east Anatolia who went or were taken to the safety foundations because of living on the streets, working on the streets, substance usage, being abandoned, working illegally and not being sent to schools.

Two of the reasons why children went or were taken to safety foundations which are juvenile delinquency and being a victim haven So close relation with any of the regions. Children’s place is great in a family. The family having a healthy structure will have a big role on children controlling their possible negative encounters and getting over without any harm. At the same time, this situation will decrease the possibility of delinquency in remainder of their lives. Making provisions for the unity of family can be counted as the first step for saving children.

Another important institute in children’s lives is school. It should be a part of our lives as educating not only students but also families. The education plans prepared by school counselor in the cooperation with other teachers could be the first step to guide families about inter-family communication and make children’s lives easier.

On-duty teachers’ knowledge about these topics must be brushed up, and if necessary, this issue must be supported with vocational education. Moreover, educating teachers about distinguishing children who were either abused or have a tendency to juvenile delinquency is necessary for early intervention. By providing students from faculty of education to take courses about this issue; a generation of teachers who are prepared for realizing and solving these problems can be trained.

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